

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



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.

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.

Supported by:  LOTTERY FUNDED



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17760
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17760
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17760

Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts.

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>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>	96%
<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>	96%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	96%
<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: 2021/22		Total fund allocated:		Date Updated: July 2022	
<p>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</p>					Percentage of total allocation: 15.8%
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>To ensure Forest School continues to give all children plenty of physical activity and drives wellbeing improvements.</p> <p>Encourage children identified as disadvantaged or SEND to take part in extracurricular physical activity clubs.</p>	To understand why some SEND/disadvantaged children do not take part in extracurricular activities. Pupil Voice.		£200	Pupil Voice completed. Often, children report they want to take part but they are unable to do so due to other outside activities, picking up siblings at other schools etc.	
	Depending on the outcomes from the Pupil Voice, draw together an action plan to try to encourage SEND/disadvantaged children to take part in extracurricular physical activity.		£200	A targeted ASC Forest School Club was run for two weeks in June and this was highly effective. However, take-up of those identified children was only around 50%.	
	Carry out research into the link between Forest School and wellbeing, as well as improved academic outcomes.		£200	In-school research was carried out linking wellbeing, Forest School and academic outcomes.	
	To ensure Forest School is carefully planned to meet the needs of the children.		£500	The key focus of the ASC Forest School was wellbeing, and data indicated this improved from the beginning to the end of the Club through ongoing assessment by	
	To ensure Forest School is fully				

Created by:



Supported by:



	resourced and staffed to deliver the aims of the curriculum.	£1710	staff.	
		Total £2810	Forest School has been successfully delivered, throughout the year, by our team of Forest School Leaders.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				18.9%

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:
Cricket coach to provide additional cricket lessons within core curriculum time to raise the profile of PESSPA whilst also upskilling school staff. Enter local Football League for KS2. Access additional competitions through the Knole Academy Partnership	Coach sessions booked into the school diary. Sports Leader to attend relevant collaboration meetings and to set up matches. School takes part in additional competitions as a result of joining up with the Knole Academy Partnership.	£3000 £100 £250 TOTAL - £3350	Cricket has been successfully delivered throughout the year to all children in the school. Staff have benefited from working directly the cricket coach. PESSPA profile has been successfully lifted. We took part in the local Football League. Some of the girls asked for their own football club so the Sports Leader ran a club before school for them. We've taken part in numerous competitions via the Knole Academy Partnership such as water polo.	Cricket coach to continue with the school next year. Aim to organise friendly matches against local schools. Continue within the Knole Academy Partnership as this represents excellent value for money and offers lots of opportunities for our children.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				42.8%

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>Add capacity into Forest School Leadership team to ensure sustainability over time.</p> <p>Carry out a staff audit on confidence, knowledge and skills.</p> <p>Specialist Sports Leader will increase confidence, knowledge and skills of all staff in teaching PE and Sport by demonstrating excellent practise and working with staff to upskill.</p>	<p>Additional member of staff to be trained to Level 3 Forest School Leader standard.</p> <p>Audit to be compiled, shared and collated, and evaluated.</p> <p>Sports Leader to lead lessons for two afternoons per week with teachers being involved in all lessons to upskill.</p>	<p>£1500 (course plus staff cover in school)</p> <p>£100</p> <p>£6000</p> <p>Total £7600</p>	<p>Member of staff completed her L3 assessment in July 2022 and just awaiting outcome now. Another member of staff completed the L1 course in September 2021, so we now have three L3 Forest School Leaders and one trained to L1.</p> <p>Audit completed and reviewed by SLT for the next academic year.</p> <p>Teachers report increased confidence in teaching sports and PE through working with the Sports Leader.</p>	<p>Consider training another member of staff to L3 standard in the next academic year to further build capacity within the school.</p> <p>Use outcomes from the staff audit to further plan how to develop staff.</p> <p>Continue to use Sports Leader to upskill staff in the next year.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 16.9%
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?:	<p>Sustainability and suggested next steps:</p> <p>Build on opportunities for children to compete against children at other schools.</p> <p>Continue to run additional sports clubs and to enhance this provision where possible.</p>

<p>Opportunities for Ightham PS pupils to compete against children from other schools in various sporting competitions.</p> <p>Sports Leader to run additional sports clubs as extracurricular activities.</p>	<p>Take part in additional outside-school activities such as water polo competition, District Sports, Swimming Gala and so on.</p> <p>Additional clubs such as netball and football offered both before and after school.</p>	<p>£500</p> <p>£2500</p> <p>Total £3000</p>	<p>Pupils have had multiple opportunities to take part in sporting events against other schools. This has included: rugby, cricket, water polo, football, athletics events.</p> <p>Sports Leader has run a number of extracurricular clubs this year such as netball and a girls' football club. These have been well attended and received.</p>	
--	---	---	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.6%
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:
Opportunities for Ightham PS pupils to compete against other schools in cricket, football and netball competitions at Ightham PS.	Matches and competitions to be held at Ightham PS, and other schools, against other local schools.	£1000 (primarily staffing costs) Total £1000		

Signed off by	
Head Teacher:	David Sherhod
Date:	11 th July 2022
Subject Leader:	Helen Parkinson
Date:	11 th July 2022
Governor:	Cedric Read
Date:	11 th July 2022