

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:

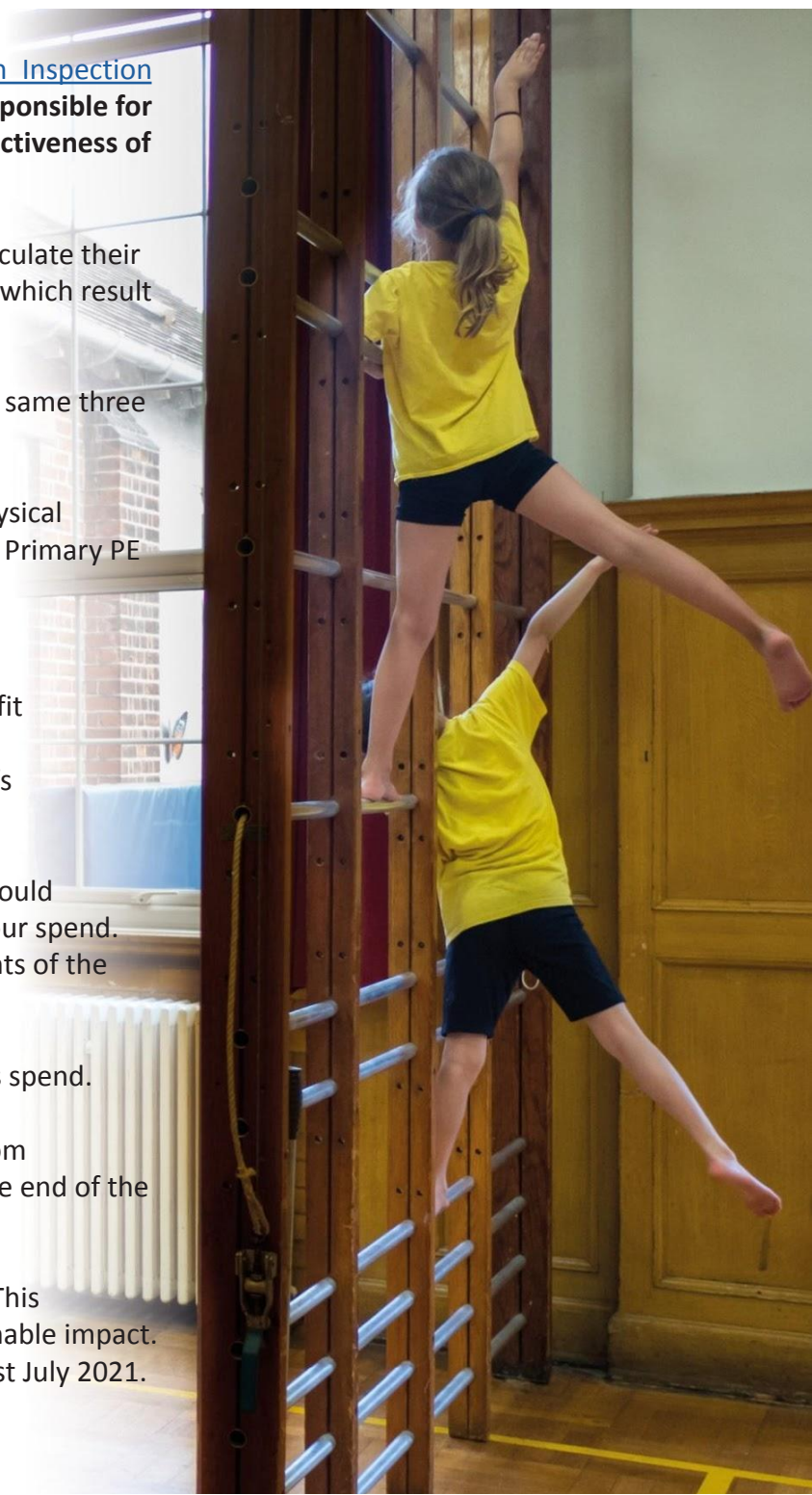
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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:
<p>October 2020: This year we continue to enter a range of different sport competitions, allowing more children the opportunity to represent the school and show their skills in specific sports.</p> <p>We have purchased Real PE, an online PE platform, to support staff in becoming more confident and independent in the teaching of PE.</p> <p>July 2021: We have provided children with a broad and comprehensive extra curricular timetable through members of staff, increasing sports participation levels.</p> <p>We have sports leaders from each year group across the school who play an important role in engaging their peers during playtime sessions.</p> <p>We regularly update parents with information and photos from after school clubs via newsletters and show the wider community what the children have experienced through the website and different social media platforms.</p> <p>Through the use of Real PE, we were able to ensure the children were still being taught high level PE by adapting and delivering COVID safe sessions.</p>	<p>To improve the physical activities available within the new school build, allowing pupils to increase participation and further opportunities in a range of sports.</p>

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 £0.00

+ Total amount for this academic year 2020/2021 £21,284

= Total to be spent by 31st July 2021 £21,284

<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>%</p> <p>(Unknown due to not being able to go swimming – COVID)</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>%</p> <p>(Unknown due to not being able to go swimming – COVID)</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</p> <p>(Unknown due to not being able to go swimming – COVID)</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>Yes/No</p>

To raise awareness of the health benefits of regular exercise and well being.	Brand new outdoor space with a variety of features to improve physical fitness and wellbeing. Outdoor basketball courts and well being area.	£3,000	Increase pupil participation. Contributes towards 30 mins of activity a day. Reflect and discuss the importance of a healthy lifestyle.	
---	---	--------	---	--

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

Continue a range of after school clubs to provide different sports and encourage more children to take part in physical activity.	Introduce new sports to appeal to different children and those who are sometimes unwilling to participate.	£600 (DFC) £1,000	<p>Club Data: TG</p> <table border="1"> <thead> <tr> <th></th> <th>Girls</th> <th>Boys</th> <th>PP</th> <th>FSM</th> <th>SEN</th> </tr> </thead> <tbody> <tr> <td>Year R</td> <td>13</td> <td>10</td> <td>5/11 45%</td> <td>5/11 45%</td> <td>0/9 0%</td> </tr> <tr> <td>Year 1</td> <td>19</td> <td>9</td> <td>4/11 38%</td> <td>4/11 38%</td> <td>3/10 30%</td> </tr> <tr> <td>Year 2</td> <td>15</td> <td>16</td> <td>6/15 40%</td> <td>6/14 43%</td> <td>1/8 13%</td> </tr> <tr> <td>Year 3</td> <td>13</td> <td>19</td> <td>5/11 38%</td> <td>5/20 25%</td> <td>4/14 29%</td> </tr> <tr> <td>Year 4</td> <td>7</td> <td>5</td> <td>1/6 14%</td> <td>1/14 7%</td> <td>0/9 0%</td> </tr> <tr> <td>Year 5</td> <td>13</td> <td>7</td> <td>4/22 18%</td> <td>3/19 16%</td> <td>0/12 0%</td> </tr> <tr> <td>Year 6</td> <td>1</td> <td>1</td> <td>0/25 0%</td> <td>0/23 0%</td> <td>0/15 0%</td> </tr> </tbody> </table> <p>Club Data: TG</p> <table border="1"> <thead> <tr> <th></th> <th>Girls</th> <th>Boys</th> <th>PP</th> <th>FSM</th> <th>SEN</th> </tr> </thead> <tbody> <tr> <td>Year R</td> <td>22</td> <td>17</td> <td>6/11 55%</td> <td>6/11 55%</td> <td>1/9 11%</td> </tr> <tr> <td>Year 1</td> <td>29</td> <td>12</td> <td>3/11 27%</td> <td>3/11 27%</td> <td>4/10 40%</td> </tr> <tr> <td>Year 2</td> <td>10</td> <td>16</td> <td>5/15 33%</td> <td>5/14 36%</td> <td>1/8 13%</td> </tr> <tr> <td>Year 3</td> <td>18</td> <td>17</td> <td>6/21 29%</td> <td>5/20 25%</td> <td>6/14 43%</td> </tr> <tr> <td>Year 4</td> <td>12</td> <td>8</td> <td>1/16 6%</td> <td>0/14 0%</td> <td>2/9 22%</td> </tr> <tr> <td>Year 5</td> <td>7</td> <td>7</td> <td>1/22 4%</td> <td>1/19 5%</td> <td>5/12 42%</td> </tr> <tr> <td>Year 6</td> <td>9</td> <td>4</td> <td>0/25 0%</td> <td>0/23 0%</td> <td>1/15 7%</td> </tr> </tbody> </table>		Girls	Boys	PP	FSM	SEN	Year R	13	10	5/11 45%	5/11 45%	0/9 0%	Year 1	19	9	4/11 38%	4/11 38%	3/10 30%	Year 2	15	16	6/15 40%	6/14 43%	1/8 13%	Year 3	13	19	5/11 38%	5/20 25%	4/14 29%	Year 4	7	5	1/6 14%	1/14 7%	0/9 0%	Year 5	13	7	4/22 18%	3/19 16%	0/12 0%	Year 6	1	1	0/25 0%	0/23 0%	0/15 0%		Girls	Boys	PP	FSM	SEN	Year R	22	17	6/11 55%	6/11 55%	1/9 11%	Year 1	29	12	3/11 27%	3/11 27%	4/10 40%	Year 2	10	16	5/15 33%	5/14 36%	1/8 13%	Year 3	18	17	6/21 29%	5/20 25%	6/14 43%	Year 4	12	8	1/16 6%	0/14 0%	2/9 22%	Year 5	7	7	1/22 4%	1/19 5%	5/12 42%	Year 6	9	4	0/25 0%	0/23 0%	1/15 7%	Staff or coaches to lead after school clubs. Develop children's enjoyment into exercising and being active in order to be healthy.
	Girls	Boys	PP	FSM	SEN																																																																																															
Year R	13	10	5/11 45%	5/11 45%	0/9 0%																																																																																															
Year 1	19	9	4/11 38%	4/11 38%	3/10 30%																																																																																															
Year 2	15	16	6/15 40%	6/14 43%	1/8 13%																																																																																															
Year 3	13	19	5/11 38%	5/20 25%	4/14 29%																																																																																															
Year 4	7	5	1/6 14%	1/14 7%	0/9 0%																																																																																															
Year 5	13	7	4/22 18%	3/19 16%	0/12 0%																																																																																															
Year 6	1	1	0/25 0%	0/23 0%	0/15 0%																																																																																															
	Girls	Boys	PP	FSM	SEN																																																																																															
Year R	22	17	6/11 55%	6/11 55%	1/9 11%																																																																																															
Year 1	29	12	3/11 27%	3/11 27%	4/10 40%																																																																																															
Year 2	10	16	5/15 33%	5/14 36%	1/8 13%																																																																																															
Year 3	18	17	6/21 29%	5/20 25%	6/14 43%																																																																																															
Year 4	12	8	1/16 6%	0/14 0%	2/9 22%																																																																																															
Year 5	7	7	1/22 4%	1/19 5%	5/12 42%																																																																																															
Year 6	9	4	0/25 0%	0/23 0%	1/15 7%																																																																																															

Provide children with the opportunities to compete in a wide variety of sports. Celebrate all sporting achievements in school assemblies and on social media to inspire children to want to be physically active.	DDPSSA membership Dartford FC membership	£75.00 £2,500	Competitions due to compete in this year (DDPSSA and DFC); Term 2 (virtual); Y3/4 sportshall athletics Y5/6 sportshall athletics Term 3 (virtual); Infant agility	Children are enjoying competing in sports and representing the school. Continue with memberships and celebrate sporting events in school.
--	---	------------------	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:
Staff provided with a scheme to up level their skills, knowledge and understanding of a variety of sports. This will allow teachers to learn new techniques/ activities that they can use with their classes and future classes.	Quality of teaching and learning developing fundamental skills in order to transfer skills when playing a range of different sports.	Real PE; £1,890	Improve the delivery of PE and increase pupil participation.	Staff are more confident and competent in delivering a better quality of teaching and learning in PE. PE co-ordinator to carry out PE lesson observations and team teach with teachers.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
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:
To ensure children are provided with a variety of opportunities to participate in different sports activities during PE lessons and to compete in a variety of sports.	DDPSSA membership Dartford FC membership Compete in as many DDPSSA competitions as possible.	£75.00 £2,500	Competitions due to compete in this year (DDPSSA and DFC); Term 2 (virtual); Y3/4 sportshall athletics Y5/6 sportshall athletics Term 3 (virtual); Infant agility	Staff to continue organising intra-school competitions, in practise for competitions against other schools.
Children to be given the opportunity to try different sports.	Staff or sport coaches to offer a range of different sports through after school clubs.	£1,500	Staff or sport coaches to provide extracurricular sporting opportunities. Increase in pupil participation.	
Provide a range of sporting activities and opportunities to try different sports.	Purchase new sports equipment to offer a wider variety of participation. Netball/Basketball	£10,000	Links to new clubs outside of school. Inter and intra school competition.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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:
To ensure children are provided with a variety of opportunities to participate in competitive sport and represent their school. Important to allow as many children as possible, the opportunity to compete and represent their school – regardless of their sporting ability.	DDPSSA membership Dartford FC membership Compete as many DDPSSA competitions as possible.	£75.00 £2,500	Competitions due to compete in this year (DDPSSA and DFC); Term 2 (virtual); Y3/4 sportshall athletics Y5/6 sportshall athletics Term 3 (virtual); Infant agility	Staff to continue organising intra-school competitions, in practise for competitions against other schools.
Provide pupils with a wide range of competitive sport through Inter and intra school activities.	Staff to take responsibility for providing extra curricular activity, raising the profile of sports clubs and competitive opportunities.			