

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Template
Revised November 2019

Commissioned by



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

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 2021: | Areas for further improvement and baseline evidence of need: |
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| <p>Won the 'Challenger Games' competition at the Julie Rose Stadium</p> <p>Matting installed under pull up bars ensures that they will be used year round</p> <p>All weather pathway installed leading to the growing garden, allowing all year round access for gardening</p> <p>RHS Levels 1, 2 and 3 School Gardening Awards achieved</p> <p>Additional member of staff completed Level 2 Forest School qualification and has now started Level 3 qualification</p> <p>27% Increase in Daily Miles in all classes across the school</p> | |

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| 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?</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 2020.</p> | 90% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | 90% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 90% |

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| 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? | No |
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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: £16780 | | Date Updated: December 2021 | |
|--|---|------------------------------|--------------------|--|--|
| <p>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</p> | | | | | 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: |
| Increase occurrence of Daily Mile and for it to become 'Chilham Mental Health Mile' | <p>Staff Meeting CPD led by PE Lead to explain to teachers what the 'Mental Health Daily Mile' is and what it involves e.g. social interaction as well as fitness.</p> <p>Keep record of Daily Miles to compare to last year.</p> | | | <p><i>Termly competition to see which class has done most daily miles with prize of extra playtime is working well and keeping a weekly tally on Celebration Zoom ensures Daily Mile has high profile throughout school. Participation in 'Around the World' activity ensures school as a whole are competing to achieve success. 27% increase in daily miles compared to last year even with Covid!</i></p> | <p><i>At beginning of next academic year appoint new Daily Mile monitors in Whole school Worship and see if we can beat last year's total in 'Around the World' activity with incentive of around the world whole school daily mile and picnic at end of year.</i></p> |
| Continue to increase the number of 'Intra House' competitions to 6, one per term. | <p>Each class takes part in an Intra House sports competition throughout the year with KS 2 taking part in 2</p> <p>Peacocks – Terms 2 and 4</p> <p>Martins – Terms 1 and 5</p> <p>Hérons – Term 3</p> <p>Wrens – Term 6</p> | | | <p><i>Intra-house competitions were completed for all full terms in school. The house cup is a great success!</i></p> | <p><i>Next year will see number of intra-House competitions increase to 6.</i></p> |

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| To increase participation in ASC | Sports Council to carry out a Pupil Voice survey to assess which sports children would like to see at ASC. Send out invitation to children who are less likely to previously attend ASC Provide free places for PP children | | <i>This was carried out for first 2 terms</i> | Ensure Pupil Voice survey carried out by sports council for every term next year. <i>Introduce in September 2021.</i> |
| Increase number of children who leave primary school able to swim with confidence and perform self-rescue. | Provide coaches to transport children to and from swimming sessions. | £340 | <i>This did not happen due to Covid.</i> <i>Worked well all except 1 can swim confidently.</i> | <i>Extend swimming programme to Y3/4.</i> |
| Maintain and source high level playtime play equipment to encourage active playtimes. | Sports Council Survey children to see what new equipment is wanted and make order. Replacement of broken equipment. | | <i>This was only able to be completed once this year.</i> <i>A variety of equipment was purchased including tennis rackets and balls for KS1 and EYFS, Speed bounce mat and a variety of new balls.</i> | <i>Review playground equipment with Sports Council in term 1, 3 and 5.</i> |
| Ensure correct equipment is available for PE lessons throughout the year. | PE lead to survey teachers and use PE overview to ensure equipment for all PE lessons is available. | £2069 | <i>Variety of tools, equipment, weatherproof storage boxes purchased</i> | |
| Increase Forest School provision and extend outdoor learning opportunities at FS site and in the school garden | Purchase Forest School and Outdoor Learning Equipment | | | |
| Ensure Gym equipment is safe for use. | Annual inspection + Maintenance of Gym equipment | £142 | | |
| To ensure safety of all children and | Purchase Walkie Talkies to enable | £1050 | | <i>Being used for all Daily Miles and</i> |

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| <p>staff when walking to and from PE sessions and 'Daily Mile'.</p> <p>Increase and improve storage of PE equipment to ensure easy access and consequently more effective use of time in PE sessions.</p> | <p>communication with school when off site.</p> <p>Supplement TA salary costs to ensure sufficient staff available to support teachers and pupils as PE, Forest School and other activities are undertaken off site</p> <p>Build new larger PE shed to replace current shed to ensure equipment for PE sessions is stored efficiently.</p> <p>Create larger storage space at Sports Hall with purpose built shelving</p> | <p>£2660</p> <p>£1300</p> <p>£1395</p> | <p>PE sessions.</p> | |
| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | | | | <p>Percentage of total allocation:</p> |
| | | | | <p>%</p> |
| <p>Intent</p> | <p>Implementation</p> | | <p>Impact</p> | |
| <p>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:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> | <p>Sustainability and suggested next steps:</p> |

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| Raise profile of Sport and PE throughout the school. | Create Sports At Chilham Display board showing Sports Council, Team Captains and Daily Mile Champions. | £20 | <i>This is positioned in the main school cloakroom and works well to raise profile of Sport in School.</i> | <i>Combine this with a sporting achievement board to show achievements in school and out of school competitions.</i> |
| To reward effort, skill and progression in PE sessions. | Purchase PE star of the week certificates and continue to award PE star of the week trophy. | £24 | <i>This is an integral part of the celebration worship on Fridays and works well.</i> | <i>Continue next year.</i> |
| Create new role of 'Daily Mile Champions' (1 Per class) to raise the profile of the daily mile within school. | PE lead to train Daily Mile champions in their role to increase the number of daily miles each class completes and how it can be used to improve mental health and wellbeing. Buy Daily Mile Champion Badges. Buy Daily Mile certificates. Classes compete to have extra playtime at end of term for class that has completed most Daily Miles | £20 £24 | <i>This has worked incredibly well with the KS2 children particularly taking their roles extremely seriously and being very proactive in promoting the Daily Mile - they have even presented a worship on the benefits of the Daily Mile!</i> | <i>Continue next year.</i> |
| Improve cross curricular achievement through physical activity | Continue to use 'Maths of the Day' As a way to bring physical activity into maths which is proven to increase concentration and progress. | | <i>Has worked in some classes more than others</i> | <i>Need to review how classes are implementing this into lessons and discuss providing CPD together with Maths Lead.</i> |
| Raise profile of sport throughout the school by recognising sporting achievement | Purchase medals for Sports Day. | £123.84 | <i>Children love to receive these medals and it is seen as an important end of year celebration of physical activity</i> | <i>Continue next year.</i> |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|---|--|
| | | | | % |
| I | 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 up-level all staff knowledge and skills in delivering PE lessons To improve confidence with regards PE teaching. | Engage Teamtheme coaches to carry out 6 week blocks of CPD and team teaching with individual teachers in every class. | £3960 | <i>Not possible because of Covid. Team Theme were used in terms 1,2,5 and 6 but only for ASC in accordance with Covid guidelines</i> | <i>Move onto next year.</i> |
| To aid CPD by filming lessons for summative assessment purposes | Purchase iPad for PE Lead to use in assessment. | £305 | <i>This has been extremely useful and works well as a tool to document and improve PE provision.</i> | <i>Take to all sporting events to record achievement and participation.</i> |
| To increase PE Lead's knowledge of the skills of teachers and plan to up-level where appropriate | Observation and Assessment planning days. Review Sport Premium Plan | £555 | <i>3 days PE lead management time used to observe in Martins and Peacocks PE sessions and provide written feedback to further teacher CPD, and to review Sport Premium Plan</i> | <u>Observation Timetable:</u> <i>Peacocks Term 2 Herons Term 3 Wrens term 4 Martins Term 5</i> |
| Increase capacity to deliver Forest School by trained school staff from 1 to 2 | Attend Preparing for a PE Deep Dive Ofsted Training. 25 th June & 2 nd July | £80 | <i>Learn how to effectively evaluate quality of PE curriculum within our school.</i> | <i>Initially achieved Level 2 qualification. Completed additional training and now holds Level 3 certificate</i> |
| | PE subject lead to complete Level 3 Forest School Training | £745 | Increased capacity to deliver Forest School sessions to all year groups | |
| | PE subject lead to complete Level 3 Certificate in Outdoor 1 st Aid | £135 | | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|--|--|---|---|---|
| | | | | % |
| I n t e n t | 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: |
| Additional achievements: Engage and inspire children's interest in physical activity by introducing them to new sporting experiences. Encourage and develop balance and cycling skills to EYFS Improve and increase the number of outdoor trim trail items and use them to develop balance, climbing skills and whole body strengthening. | Source outside providers to hold sporting workshops and experiences throughout the school year for all year groups: Yr 5/6 Term 1 – Archery Range of After School Sports Clubs for years 1-6 Purchase 5 more balance bikes and helmets. Bikeability for Year 6 – July Purchase new matting to increase safety of pull up bars and artificial turf to enable all year access to our growing garden | £570 £734 £120 £4290 | <i>This was affected by Covid so only Archery took place but children loved it.</i> <i>Balance Bikes are used regularly and greatly enjoyed by Wrens.</i> <i>Promotes pupils well-being, confidence and independence</i> <i>Matting has meant that pull-up bars are accessible all year round as it connects to steps into garden.</i> | <i>Ensure a new sporting experience is offered to every child throughout the year.</i> <i>Continue to train children how to use balance bikes safely to improve balance and cycling skills e.g. Braking.</i> <i>Use of bars has greatly increased since matting has been laid. Real increase and impact will be shown in winter when they will still be accessible in good weather.</i> |

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| Encourage participation of all children in sport focussing on those who don't usually attend competition. | Involve Sports Council in selection and purchase of new trim trail equipment | TBC | Unable to complete purchase due to Covid. | One of the children who was inspired by attending the event said that he would now love to join the cadets. Attend next event. |
| | Inclusive games at Julie Rose Stadium | £78.00 | We Won the Challenger games and in turn raised the profile of the competition. Younger pupils being inspired by the enthusiasm and joy of older children's success as well as being a great self-esteem boost for the children that attended. | |

| 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: |
| To compete against other schools and create a sense and atmosphere of competition. Continue to increase the number of 'Intra House' competitions to 6, one per term. | Compete in the Virtual Sports Hall Athletics competition Term 2 Each class takes part in an Intra House sports competition throughout the year with KS 2 taking part in 2 Peacocks – Terms 2 and 4 Martins – Terms 1 and 5 Herons – Term 3 Wrens – Term 6 | | <i>This worked well in the situation. Children enjoyed the idea of competing against other schools.</i> <i>These took place in complete terms and worked well.</i> | Ensure termly participation next year. |

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| Signed off by | |
| Head Teacher: | Delia Cooper |
| Date: | |
| Subject Leader: | Elaine Keir |
| Date: | |
| Governor: | |
| Date: | |