

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

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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](https://www.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. **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. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£ 18,510
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 15,348
Total amount allocated for 2021/22	£ 18,780
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 34, 128

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	
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 2022. Please see note above	82%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

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:£34,007		Date Updated: 31.5.22	
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					Percentage of total allocation:
					63%
Inten t	Implementation			Impact	
Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieveare 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 encourage more pupils to participate in extra-curricular sports clubs	<ul style="list-style-type: none">Survey pupils and parents to gauge interest in sports clubsSchedule a variety of different clubs after school based on survey resultsInvite disadvantaged pupils to attend clubs and increase participation	£0	A range of extra-curricular clubs provided including: Tennis, dance, gymnastics, karate, football and tag-rugby. Increased participation in sports clubs, including 400% increase in number of disadvantaged pupils’ joining sports clubs.	To continue to offer a range of different clubs and to develop links with local sports clubs.	
To develop pupils physical outdoor activity through engagement with Forest school	<ul style="list-style-type: none">To recruit and train two new forest school teachers	£21, 461	A full forest school curriculum has been reinstated following staff turnover. Pupils from Nursery through to year 5 receive 2.5hours of forest school a week. Pupils independence and confidence has grown and these skills are transferrable to the	Retain teachers to deliver forest school curriculum in future and ensure sustainability	

			classroom.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 28%
Inten 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:
To upgrade sports equipment to ensure pupils have access to high quality sports equipment	<p>Full audit of PE equipment</p> <p>Purchase of new equipment</p> <p>Equipment to be stored and accessible for all to use effectively</p>	£3436.88	<p>Pupils have access to new equipment:</p> <p>Gymnastics equipment purchased for the teaching of gym to all year groups; vaults, spring boards, balance beams, crash mat etc</p> <p>4 sets of football goals, flags, target equipment, fitness routine equipment, training tops</p> <p>Storage boxes and racking obtained to house new equipment.</p>	Continue to audit and implement a rolling reorder programme to ensure fully equipped at all times.
To purchase equipment for playtimes to encourage pupils to be active.	<ul style="list-style-type: none"> Pupils surveyed to ascertain what they would like to play with during playtime. Equipment and storage trolleys purchased Play leaders identified in each key stage ensure 	£1500	<p>Play equipment is accessible for all pupils at break and lunchtime.</p> <p>Key stage 1 and 2 trolleys purchased that are equipped with play equipment.</p>	Continue to audit and replace equipment on a rolling scheduled to ensure pupils have constant access to equipment during breaktime.

	<p>equipment is looked after and returned at the end of each session</p> <ul style="list-style-type: none"> • Assembly and class time taken to introduce new equipment to whole school and expectations of use and returning to play trolleys at the end of break 			
To ensure pupils are able to attend local events by being accompanied by staff and transported on the school minibus	<ul style="list-style-type: none"> • Subscribe to the Sevenoaks Sports Partnership • Enter teams in the Sevenoaks partnership events including district sports • Continue leasing agreement for school minibus, servicing and associated costs (sharing the cost with PTFA) • Pay support staff to accompany pupils to sporting events 	£3580	Pupils have attended rugby, football, handball and district sports this year.	Continue to lease minibus and increase participation in partnership events
Increase opportunities for learning breaks and sensory circuits	<ul style="list-style-type: none"> • Train staff on sensory circuits • Deliver whole school support staff training on sensory circuits • Audit and purchase more equipment for sensory circuits 	£400	Two HTLAs and SENCO attended training on sensory circuits. Training disseminated to whole staff. Pupils have access to new equipment	Continue to audit resources and reorder as necessary. All new Teaching assistants to receive sensory circuit training.

Demonstrate that PE and physical exercise is valued by all staff	<ul style="list-style-type: none"> • Purchase PE kit for all teaching staff • 	£705	All teaching staff have Seal CE Primary sports kit.	Profile of school sports increased. Pupils see exercised is valued by all staff.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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:
Develop PE curriculum to ensure progression of learning through teaching of knowledge and skills.	<ul style="list-style-type: none"> • PE leader to work with Curriculum consultant to develop whole school progression plans for PE • Curriculum documents to be shared with whole staff • 	£750	Curriculum plans developed that build upon knowledge and skills throughout and between year groups	Teaching & Learning of PE to be monitored by PE lead to ensure pupils are making links regarding skills and knowledge
Develop teachers confidence and knowledge in teaching orienteering	<ul style="list-style-type: none"> • Two staff members to attend training course • Whole school staff development meeting • Monitoring of teaching and learning • Links with local club to be established 	£550 (course fees, supply cover and purchase of equipment)	Expertise in teaching orienteering developed in teaching staff.	Whole school training of staff in how to teach orienteering, Roll-out to KS2 classes
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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:	
To provide pupils with a broader PE experience through the introduction of orienteering in the school curriculum	<ul style="list-style-type: none"> Two members of staff to attended an all-day orienteering course Planned whole school training of staff on how to teach orienteering Orienteering symbols/signage purchased for school grounds An update school site map commissioned to reflect new building and farm 	See Key indicator 3	Orienteering trialled in two classes and engagement levels high. Pupils made good progress in map reading and ability to read orienteering signs,	Training to be delivered to all staff in 2022 -23 to facilitate rollout of orienteering to all pupils.	
To provide pupils with a broader PE experience through the development of specialist dance teaching in the school curriculum	<ul style="list-style-type: none"> To ensure that all year groups have access to a specialist dance teacher To ensure existing staff are upskilled in teaching dance 	£400	Staff reported visible improvement in pupils' engagement in dance lessons. Pupils confidently performed at two whole school community events.	Dance club to be introduced and school to enter local dance events/competitions.	
To provide pupils with a broader PE experience through the reintroduction of off-road cycling in the school curriculum	<ul style="list-style-type: none"> Employ specialist coach to deliver cycling curriculum to KS2 pupils Redesign cycling course due to farm development Service bikes and purchase new cycling helmets 	£2345	Staff reported increased engagement of pupils in PE lessons. 100% of KS2 pupils able to ride a bicycle. Some KS2 pupils have joined an external cycling club.	Continue to provide off-road cycling lessons as part of the school PE curriculum. Promote cycling clubs to all pupils and support disadvantaged pupils with fees.	

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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 pupils' to participate in local sporting events	<ul style="list-style-type: none"> • Subscribe to Knole Sports Partnership • PE Lead to attend briefings and training provided by partnership • Make links with local clubs 	£0 See above	School teams have entered football, rugby, pentathlon and handball events. A full KS2 team was entered in the District Sports event. Pupil uptake for extra-curricular sport has increased with 150 pupils attending clubs Local Tennis, rugby, football and karate clubs running clubs at Seal CE Primary School	Further increase participation in local events and develop more after school clubs to develop skills for pupils in sports.
Recognise achievements in sport through introduction of sports trophies	<ul style="list-style-type: none"> • Purchase trophies and cabinet for sporting excellence • Promote achievements in school awards ceremony 	£300		Continue to publicise sporting achievements through awards and notices in weekly newsletter and school website/facebook,

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	
Date:	
Governor:	
Date:	