

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Kingswood Primary School

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 **31<sup>st</sup> 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Greenacre scheme of work planning purchased and whole school overview in place. Staff using this successfully.</li> <li>• Increase in extra-curricular activities on offer.</li> <li>• ASPIRE cup held every two terms.</li> <li>• Sports Day – all pupils involved.</li> <li>• Partnership with the sports partnership at The Lenham School.</li> </ul>	<ul style="list-style-type: none"> <li>• New PE leader March 2020. Mentored by FS. Focus on competition and monitoring of PE curriculum lessons.</li> <li>• Continue to develop extra-curricular programme resulting in an increase in competition against other schools. Use of partnership with The Lenham School.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	Unknown due Covid 19
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/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.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £8,837 (Spent)		<b>Date Updated:</b> 12 <sup>th</sup> May	
<b>Key indicator 1:</b> 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: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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 on active play to aim for 30 minutes combined between break and lunch time. Regular physical activity will contribute to pupils overall health and wellbeing and have a positive impact on their concentration.	Daily mile alternatives for wet weather Maths of the day		£250	<ul style="list-style-type: none"> <li>Active learning during maths.</li> <li>Options of activities during wet play.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with daily mile.</li> <li>Sensory circuits / 5 a day activities built into all teacher best practice.</li> <li>Use of playground leaders to create a lead on rota for the playground.</li> </ul>
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					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:
Sport can be used as a vehicle for whole school improvement by engaging children across the curriculum. The values of sport can have a positive influence on behaviour and attainment.	Maths of the day Complete ASPIRE cup	5* days at £150 for subject leader to be released - £750  Training – Being active / sensory breaks. £500	<ul style="list-style-type: none"> <li>• Photographs</li> <li>• PE display board</li> <li>• Newsletters</li> <li>• Pupils are active and learning – for example a maths treasure hunt for NSPCC.</li> <li>• Pupils actively learning basic skills through being active.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to monitor attendance – is there a pattern? Higher attendance when have active days.</li> <li>• Maths outcomes higher.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
By increasing confidence, knowledge and skills of all staff in teaching PE and sport pupils will make excellent progress.	Observe lessons in years R to assess use of TAs and support for SEN children within lessons. Observe lessons in years 1/2 to assess use of TAs and support for SEN children within lessons.	£5,437.50 – joining sports partnership  4 days subject leader £600	<ul style="list-style-type: none"> <li>Due to be monitored T4 – Lockdown Covid 19 happened. Priority for when schools return.</li> </ul>	<ul style="list-style-type: none"> <li>Due to be monitored T4 – Lockdown Covid 19 happened. Priority for when schools return.</li> </ul>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
By providing a broad curriculum offer and extra-curricular activities, children have the opportunity to find a sport they are both successful in and enjoy. This will result in children gaining a sense of belonging when playing as part of a team and produce healthy active children.	Audit of existing equipment and replace any broken sports equipment. Meeting with Chris Simpson from Kent Karate to arrange karate session for year 4 on Wednesdays to start in term 2 and continue in to terms 4 and 4. TLS visits for all year groups to experience new activities e.g. trampolining.	Minibus up – keep – contributions towards diesel - £200.  New sports – ambassadors of sport visit - £500	<ul style="list-style-type: none"> <li>Trampolining has happened for Y6-4. Pupils were signposted to local clubs if showed a flare or interest in the sport. Y3-YR did not happen due t the lockdown Covid 19.</li> </ul>	Sep 2020 to engage with the sports partnership more and enter more competitions.  ASPIRE schools to do more together alongside Aspire cup.  PE store to be audited and sorted.

				Offer more opportunities for sports clubs – range of clubs £1000
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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:
Children will develop their physical and social skills when applying these in a competitive situation. They will learn how to win and loose and develop a sense of pride when representing their school or house.	Complete ASPIRE cup. Plan and lead sports day. Look at amount of children and time allocations for races. Discuss with NH possible changes to make sure time is used effectively on the day. Arrange football matches for KS1 and KS2 football teams within the Maidstone football league and accompany.	4 * sports leader time £600	<ul style="list-style-type: none"> <li>Football club register</li> <li>ASPIRE CUP</li> </ul>	<p>Questionnaire to pupils – what do they engage – what sports club would they like etc.</p> <p>Use of the sports partnership – enter more events.</p> <p>Develop ASPIRE cup £500</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Until Feb 2020 Ceri Jones / F Steer added next steps thinking forward after Covid 19 Lockdown.
Date:	12 <sup>th</sup> May 2020
Governor:	
Date:	