






# Evidencing the impact of the Primary PE and sport premium

## Website Reporting Tool

Revised July 2021

**Commissioned by**

Department for Education

**Created by**

association for Physical Education

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 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.

Created by: association for Physical Education | Active Partnerships | YOUTH SPORT

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## Details with regard to funding

Please complete the table below.

| | |
|---|---|
| Total amount carried over from 2019/20 | £8,846.85 |
| Total amount allocated for 2020/21 | £19,620.00 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | Actual £8,395.02 |
| Total amount allocated for 2021/22 | £19,620.00 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £28,015.02 |

## Swimming Data

Please report on your Swimming Data below.

| | |
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| Meeting national curriculum requirements for swimming and water safety.<br>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.<br>**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** | Covid -19 impact on swimming meant that the pupils could not take part in swimming lessons at Fairfield and therefore no swimming took place. Swimming restarted in September 2022 |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br>**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.<br>Please see note above | 34% |
| 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 | 61% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 0% |
| 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. Year 5&6 received funding for swimming. |

**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.

| **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<br>**66%**<br>**£21,111** |
|---|---|---|---|---|
| **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: |
| Due to the impact of COVID children need to have the opportunity to participate in as much exercise as possible during the school day.<br><br>Due to social opportunities being minimalised throughout Covid – an opportunity for children to play and cooperate with children from other classes and increase positive play during playtime and lunchtime.<br><br>Midday supervisors are trained and able to support positive play opportunities for all pupils.<br><br>Running Track and walking the mile track installed to ensure exercise and opportunities can be offered in all weathers, this includes play and lunch times as well as lessons and after school enrichment clubs. | Positive play zones are introduced along with a craze of the week and will be supervised by Midday Supervisors. This will encourage positive play and fewer disagreements on the playground. Training for all staff will be arranged through Therese Hoyle Positive Play.<br><br>An all-weather running track and walk a mile track will enable the children to access daily exercise all year round and have the opportunity to compete in running races and continue to beat Personal Bests.<br><br>. | £328 – 5 a day scheme to encourage daily regular exercise<br><br>£18611 – Running Track / Walk a Mile Track<br><br>£1700 – positive play – Therese Hoyle staff training<br><br>£200 – top up positive play<br><br>£272 – positive play resources | All students have the opportunity to engage in at least 30 minutes of physical activity each day. This is covered with: walk a mile available daily before the school day begins, 15-minute break time and 40 minutes outside time at lunch time where activities are led by adults. 2 timetabled hours of practical Physical Education activity lessons a week.<br>Physical activities are led at break and lunch times by adults and resources have been purchased to support this. Midday team has been expanded to ensure that there are a range of supervised physical activities being delivered. Resources are replenished often to ensure activities can be sustained.<br>Walk a mile every day has got better since we have had a hard track placed around the field and more classes go out and use it individually as well as whole school in the mornings. Also, Five a Day is used in class | Regular meetings for staff and MDS to share good practice and share new ideas activities.<br><br>Rota to ensure that all adults know where they are positioned for the lunch hour. Job Descriptions relevant to roles and responsibilities.<br><br>Gather pupil voice.<br><br>Feedback audit to be carried out and shared with PE Lead and MDS Lead to ensure good practice is continued and developed.<br><br>Feedback form pupils / other stakeholders to evidence enjoyment and success. |

| **Key indicator 2:** The profile of Physical Education School Sports Physical Activities (PESSPA) being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: **24%** **£7740** |
|---|---|---|---|---|
| **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: |
| Pupils need to be able to talk about the importance of a healthy lifestyle and how sport and exercise can positively benefit their life. Raise the profile of sports leaders in school so they are actively educating others about PESSPA.<br><br>Curriculum enables all pupils | Sports Leaders activities and helping in classes / lessons.<br><br>Newsletter and Webpage are used to raise the profile of this subject.<br><br>Sports leaders encourage peers, support staff and are actively involved in celebration worship. They share their experiences both in school and off site, both from school and outside school clubs. | £1440 football coach for afterschool club<br><br>£6000 – DDSFA subscription for regular competition opportunities (3 years paid)<br><br>Sporting Dreams outside provider - £300 | Sports Leaders have been appointed in Year 6 to assist with PE across the school. Succession planning is considered and pupils in younger year groups are excited at the prospect of becoming a Sports Lead.<br><br>Sports Leaders are aware of the expectations within the school and are given responsibility to work with other students and help in other year group PE lessons.<br><br>Sports Leaders assist in overseeing the daily 'Walk the Mile' and encourage all pupils to participate,<br><br>Sports Leaders helped and assisted with the mini marathon and encouraged younger pupils to be involved and try their best.<br><br>Regular opportunity in lessons and whole school worship to raise awareness of healthy eating and share meal ideas – identify fruits and vegetables and know how they are part of a balanced diet.<br><br>External competition opportunities have been made available to years 3,4,5&6 since returning from the pandemic. | Succession planning for Sports Leaders is in place to appoint new leaders next year.<br><br>Sports Leaders are taught how to support sporting events outside and assist in overseeing sports day<br><br>External providers to be added to annual calendar to ensure awareness of healthy eating and fruit activity day is an annual event.<br><br>Gather stakeholder feedback and encourage invite all stakeholders to volunteer at annual events – raise the profile and make part of school offer.<br><br>Invite in inspirational talkers to raise profile further and raise aspiration long term. |

| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation:<br>**1%**<br>**£210** |
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| **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 teachers understanding of teaching a progression of skills for each unit of PE so that children make good progress in PE skills across all areas of PE><br><br>Develop teachers understanding of assessment and next steps so that children make progress whatever their skill level. | Train new staff in the use of complete PE for lesson planning. Monitor the use of complete PE during learning walks - Subscription.<br><br>Train staff in using the assessment system to assess children at the end of each lesson and termly.<br><br>Staff CPD with Terese Hoyle TAs and middays.<br><br>Team teaching (Dartford District).<br><br>Team teaching (Chance to shine – cricket).<br><br>Outdoor signs – support positive play<br><br>Increased confidence, knowledge and skills of all staff in teaching PE and sport by using Complete PE supporting teachers whenever needed. Independent sports companies (Dartford District FA and Chance to Shine Cricket are two | £ 210 Complete PE – sports scheme for consistent planning and assessment tool | Complete PE Curriculum to guide teacher when teaching and progression of skills.<br><br>PE Lead to regularly team teach / work with teachers to improve practice.<br><br>Alternate indoor / outdoor PE with PE Lead to ensure teachers are not deskilled<br><br>School signs to support positive play displayed for midday supervisors and staff to refer to when outside.<br><br>Reinforce and support consistency in behaviour expectations and lesser disagreements during lunch / break times.<br><br>Team teach opportunities from outside agencies with expertise to develop teacher's delivery of PE (DSFA, Chance to Shine – Cricket) | Audit of teachers CPD<br><br>Courses and training to be identified and offered<br><br>CPD cascaded when staff return from new training and initiatives<br><br>Rota for ensuring all teachers have opportunity to share and team teach in lessons<br><br>Regular audit of strengths and weaknesses<br><br>Positive play training from Therese Hole to include MDs to strengthen consistency. |

| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation:<br>**2%**<br>**£653** |
|---|---|---|---|---|
| **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: |
| Participate in a wider range of sports and physical activities outside of regular PE sessions.<br><br>To Include activities such as<br>- Wicket Day<br>- Top Up Swimming Lessons<br>- Bikability<br>- 2 x Afterschool Football Clubs – KS1 & Yr3 and Yr5 & 6<br>- Schools London Marathon<br>- Cross Country | **ANTICIPATED TOTAL FOR YEAR**<br><br>**SPENT TO DATE – JANUARY 2022**<br><br>Looked at curriculum Year R to Year 6 to make sure broad range of PE.<br><br>Cross Country. | £240 Swimming escort to walk students to swimming pool (up until July)<br><br>£288 – Bikeability for students to complete bike road safety course<br><br>Orienteering Training<br><br>£245 | Opportunities for new and other sports in school.<br><br>Identify Year 6 pupils not yet able to swim 25m and target in Term 6.<br><br>Raise profile of sports and healthy living through enjoyment and engagement in PE and active play, sports and lunchtimes. Supplement in class with education on healthy eating and diet and nutrition – cross curricular links.<br><br>Develops resilience and empowers pupils<br><br>Opportunity for non-PE-based activities<br><br>5 a day evident in classes to add more active opportunities. | Children choose to join outside clubs through enjoyment and interest.<br><br>Varied opportunities for new sports through sample days in school.<br><br>Support with joining outside clubs.<br><br>School offer supports wellbeing and mental health.<br><br>Sporting opportunities in and out of school for all pupils including Rugby festival, cricket day, tennis and visits to differing sporting grounds.<br><br>Sustained enjoyment, engagement and willingness to participate. |

| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation:<br>**7%**<br>**£2178** |
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| **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: |
| We want to offer competitions and opportunities to a wider range of children. | **ANTICIPATED TOTAL FOR YEAR SPENT TO DATE – JANUARY 2022**<br><br>B&C teams for competitions.<br><br>Intra competitions at the end of each term.<br><br>Sports day x 2<br><br>Supply cover.<br><br>Dartford FA competitions. | £1962 – sports day equipment and medals<br><br>£178 supply cover<br><br>£38 numbering football kit | New equipment to support Sports Day and introduce new competitive sports opportunities – tunnels / high steppers, tug of war rope etc.<br><br>Supply cover enables PE Lead to ensure Sports Day is purposeful and planned for pupils to compete against similar ability peers<br><br>House points drive purpose and support good sportsmanship and teamwork<br><br>Inspirational speakers invited to motivate pupils. | Encourage and support competition at all levels<br><br>Ensure opportunity for all<br><br>Support and grow by gaining parental engagement<br><br>Collaborative groups (DASCO / DSFA) to network and share good work<br><br>Ongoing intrasports competition built into school timetable<br><br>Opportunity for competitive sports and develop resilience in competition |

| Signed off by | |
|---|---|
| Head Teacher: | Vikki Wall |
| Date: | 16th May 2022 |
| Subject Leader: | Julie Sutherland |
| Date: | 16th May 2022 |
| Governor: | Carolyn Edwins |
| Date: | 16th May 2022 |

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