

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

2023/2024



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](http://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 2024.**

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 2024.





## Details with regard to funding

Please complete the table below.

Total amount allocated for 2023/2024	£17080
How much (if any) do you intend to carry over from this total fund into 2024/25	£5820
Total amount allocated for 2024/2025	£17130
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£22950

## Swimming Data

Please report on your Swimming Data below.

<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 then transfer to the pool when school swimming restarts.</p> <p><b>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</b></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><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 2023.</p> <p>Please see note above</p>	<p>44%</p> <p>100% of children are now water confident, with some never having been in a pool previously</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>55.5%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>55.5%</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/<b>No</b></p>



## 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: 2023/24	Total fund allocated:	Date Updated: July 2024			
<b>Key indicator 1:</b> 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: %	
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:	Sustainability and suggested next steps:	
Whole school focus on ALL children being physically active for at least 30 minutes every day. Regular activity to increase alertness and the positive impact upon health and wellbeing	<ul style="list-style-type: none"> <li>° Active learning lessons for all subjects across the curriculum to increase physical activity for all</li> <li>° Upskill lunchtime staff to engage all children in an activity</li> <li>° Introduce sport leaders to help assist in leading activities</li> <li>° Termly sport competitions in addition to pe lessons offered to all</li> <li>° Bikeability training for year 6</li> <li>° Review of clubs held and run across the year as extra curricular opportunities</li> <li>° Review of clubs held and run across the year as extra curricular opportunities</li> <li>° Promote achievements outside of school to further increase celebration of regular activity</li> </ul>		£1500  25% towards total cost of active lead role	Evidence of impact: what do pupils now know and what can they now do? What has changed?  Active lead to run football club in terms 2 -4 allowing competition based games and challenges Teachers to lead ASC clubs including rugby, netball and games Cricket for KS1 and KS2 children Competitions will include: swimming gala, cross country, hockey, football, cricket, athletics Gold School games Award secured for 2022/2023 academic year Active Lives national survey completed to highlight specific areas within the school and how to further improve sport and PE provision	23/24 school games award applied for-  Implement an active wall for each class to share the amount and challenge one another to the amount of active lessons they take part in on a termly basis To meet the specific needs of the school Research an Opal play strategy for 24/25 academic year to promote full engagement for all at break and lunchtimes, therefore increasing participation

<p>Increase daily physical activity for less active children to promote the importance of leading a healthy and active lifestyle</p>	<ul style="list-style-type: none"> <li>°Development of active learning opportunities across the curriculum (Active reading, maths, English)</li> <li>°Use of data to identify who requires development in learning via activity based learning</li> <li>°Identify children who are not engaging in after school activities and invite directly to school clubs and engage with parents.</li> <li>°ECO ambassadors trained and implemented within the school</li> </ul>	<p>Teach Active</p> <p>Part of active lead role</p>	<p>Active English, maths and reading take place. Term 1 and 2 targets children who find particular aspects difficult – gaps in learning. Groupings consistently under review with CT and Active lead</p> <p>PE lead attended Disney Shooting Stars training to look at how to increase participation in girls Active learning now embedded across all year groups in school</p> <p>Healthy schools award achieved through active lives survey</p> <p>ECO ambassador award secured for 2023/24 academic year</p> <p>Active lead having impact on pupils learning in core subjects. Fundamentals and fine and gross motor skills</p>	<p>Train all new staff in use of Teach active so resource is available for both teachers and Tas to use and access, to support all children</p> <p>23/24 school games award applied for to demonstrate the work and dedication the school put into providing high quality active and PE learning to all</p>
<p>Continue to promote healthy active lifestyles within the school</p>	<p>Continue to celebrate sporting achievements inside and outside of school. Use of display boards and awards in celebration and collective worship.</p>	<p>Part of active lead role</p>	<p>PE display board now actively in use. Parents written to and asked to share sporting achievements outside of school so they can be celebrated within school.</p> <p>Inter school tournaments attended, celebrated.</p> <p>ECO ambassador training completed to link in with healthy living</p> <p>Promote and advertise the School Games award to stake holders and the wider community</p>	<p>Active Lives Survey provided quantitative data to reflect the opportunities for sport across the school</p> <p>Kent school games GOLD mark awarded for 22/23 academic year. 24-25 applied for</p> <p>New ECO ambassador training has taken place to continue the promotion of healthy lifestyles</p> <p>Opal play</p>

				Active Travel plan for 24-25 to be implemented
Ensure 80%+ of all PE time is active with less than 20% being, meaningful non-active learning time	Children wear their active wear uniform on PE days so no changing is required.  All children provided with adapted lessons (where necessary) so that every child can take part in lessons	Active Lead to monitor	Deep dives completed in all classes show learning time is 80%+ active. Non active time is considered meaningful where demonstrations take place and the teaching of new skills and vocabulary are introduced	Ensure new staff are aware of the school policy regarding PE lessons – Active lead to team teach with any new staff to ensure they facilitate
Ensure PE lessons are an extension of the traditional classroom, allowing children to progress and recap on prior knowledge	In all lessons, key vocabulary for the lesson to be displayed for reference to support vocabulary development.  Lessons should vary how information is shared for all types of learners: visual aids, demonstrations, ICT etc	Active Lead to monitor	Children were seen within deep dives to refer to the extended classroom environment to support their learning – prompt cards, whiteboards. This allowed some children to support others taking on a mentoring role, therefore reducing some time spent on teacher talk	Continue to use PE lessons as an extension of the classroom. Build up teacher portfolio of resources for each lesson taught to be used from year to year
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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:
Engagement with physical activities to contribute towards whole school improvement by engaging children across the curriculum positively impacting behaviour and attainment	<ul style="list-style-type: none"> <li>°Active reading. English and maths</li> <li>°Running of interventions through an active means to impact on pupils progress and attainment in core subjects</li> <li>°Sports Week to promote leading healthy and active lifestyle, raising profile of PE and sport through various curriculum sports</li> <li>°Aspire Olympics 2024</li> <li>°New Behaviour policy to reflect on changing behaviour through positive</li> </ul>	<ul style="list-style-type: none"> <li>Release time for PE lead</li> <li>Part of active lead role / cost</li> </ul>	<ul style="list-style-type: none"> <li>Sports day completed for 2024. Additional sport events took place throughout term 6, with weekly events/competitions to enhance engagement.</li> <li>Active learning boards up to date to showcase all the school do.</li> <li>PE boards actively used</li> <li>PE books effectively used</li> <li>Individual children who had previously found sporting events such as sports day overwhelming,</li> </ul>	<ul style="list-style-type: none"> <li>Active interventions run by active lead. 100% having positive impact on pupil outcome. Continue active approach in all classes to help continue to improve learning behaviours for all children</li> <li>Continue to promote and celebrate all sporting activities to help children with all abilities and needs to be able to participate positively in physical activity.</li> </ul>



	ways – sensory breaks / brain breaks °Active lunch times °Each class to have a PE floor book °PE/Active learning board in schools °School website/newsletters up to date with relevant information		took part in all areas of the day.	
Development of cross curricular skills through PE – leadership, resilience, determination, team work	°Forest school – all year round to develop cross curricular skills	£1500	Children visit local forest school and other federation school for use of outdoor learning.  Visit to local farm for nurture and wellbeing needs.	
Development of language and vocabulary within PE to enhance the curriculum as a whole	°Explore effectiveness of embedded key words and assessment vocabulary within PE lessons and monitor impact in all curriculum areas	25% towards total cost of active lead role	December 22 PE lead deep dive supports effective use of vocabulary within PE Deep dive January 24 to continue to see the development of vocabulary used within lessons introduced with use of ‘working wall’ to display vocab in all lessons Deep dive May 24 – The use of working walls introduced and used successfully within lessons.	Learning walks to replace deep dives for 24-25 academic year with focussed questions and areas of review to ensure tighter and clearer outcomes for the area of review
Ensure all sporting/physical activity opportunities are communicated extensively	°Flyers/posters are delivered home via email as well as placed on notice boards. Provide parents with local sports and fitness groups. °Explore use of social media to promote sport and participation to parents and local community °Website used to share information to parents and school community	25% towards total cost of active lead role	Communication with local cricket club underway to form links with the school and provide extra opportunities for all year groups  Local Football academy promoted offering half term courses with discount for our school  Boxing club links made  Hockey club links made  Dance club links made	Move towards social media to use as a key platform for reporting sporting achievements and links with local clubs to increase communication to the wider community

Review PE/sport display / social media tools and provide regular comments in newsletters and updates on school website of pupil's sporting achievements.	°PE display board in visible place for all children to engage with. Share outcome of the sports that take place.	£200 25% towards total cost of active lead role	Active PE board in use – reflection of sport taking place  Kent School Games GOLD award achieved 23-24 academic year  All sporting events communicated with parents in Executive Headteacher's weekly newsletter	Kent School Games award applied for 24-25 academic year  Review how school website can be used more effectively to communicate sporting achievements
Review homework policy to incorporate active learning as a standard component	° Review homework policy and how this can allow for active learning	25% towards total cost of active lead role		Meet with executive head as to how homework can reflect school ethos and implementation of active learning

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Increase confidence, knowledge and skills of all staff in teaching and supporting PE to promote the positive progress of all children.	<ul style="list-style-type: none"> <li>°PE lead to monitor quality of PE lessons</li> <li>°PE lead to provide relevant planning in addition to Greenacre schemes to support the delivery of PE across the school</li> <li>°Team teaching for new and ECT staff</li> </ul>	<p>£1000</p> <p>PE Lead release time</p>	<p>Support for ECT teacher through deep dives and observations</p> <p>ECT show competence and skill in all PE lessons. This is extended by their use of active learning to support their core subjects. Children respond well to this method and engage with the lessons</p>	Continue to support ECT through their 2 <sup>nd</sup> year to ensure delivery of high quality pe lessons is consistent
To embed the use of technology in PE	<ul style="list-style-type: none"> <li>°Use of QR codes to support assessment and progression of all children</li> <li>°Use ICT to support learning and assessment; both teacher and pupil self-evaluation</li> </ul>	N/A	QR codes being trialled – allows for a tighter form of assessment	Ensure QR codes are rolled out across all classes within the school
To provide relevant and essential CPD for the PE lead	°PE subject lead to attend updates/relevant training and distribute accordingly with staff	£500	<p>Attended:</p> <p>2024 Kent PE conference</p> <p>School Games Mark training</p> <p>Sports Direct – activity day</p> <p>Teach Active CPD</p> <p>Disney Shooting Stars</p> <p>Curling training</p> <p>Quidditch training</p> <p>Baseball training</p> <p>Kent Schools Game GOLD award achieved for 22/23 academic year – applied for 24-25 academic year (Outcome pending )</p>	Continue to build on current PE/sport achievements through the leadership of active lead/Head of PE/Kent School Games partnership
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Additional achievements:  Provide a broad range of sports and activities to engage all pupils within school ensuring focus upon less active and specific groups (SEN, GRT, PP)	°Disney shooting stars for girls °Audit of existing equipment / new equipment order as necessary to match SOW	Pe Lead release time	December 2022 New balls purchased New storage purchased for PE equipment Lacrosse introduced Gym wall bars being installed Boxing club at lunchtime SEND Table cricket Cricket	Gym wall bars now allows all children to take part in a variety of activities to meet NC links to gym
Provide a new mystery sport for KS2 children for the start of next academic year	°Lacrosse – mystery sport”	£500 equipment	Children have experienced a new, unfamiliar sport in a non-threatening and inclusive manner	Continue with Lacrosse for 24-24 academic year to perfect the skills of the sport
Aspire Olympics 2024	To celebrate Paris 2024 Olympics, a whole school Olympic style day will be organised, aimed at participation and fun for all	£500	Children had the opportunity to take part in:  Competitive football tournament Inflatable assault course Outdoor gym equipment Trim Trail apparatus Hammer throwing Shot put	Continue to explore alternative provision for all – introduce Baseball to all children for the 24-25 academic year

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:
<p>To raise participation in competitive sport ensuring that all groups of children have the same opportunities</p> <p>All children given the opportunity to represent their school in intra school competitive sport and a competitive sports day</p> <p>For children to take part and given the opportunity to take part in inter sport competitions</p> <p>To develop involvement and enthusiasm in whole school sports / Olympic day and to develop interaction with other children of all abilities</p>	<p>°All children to participate in intra sport competitions</p> <p>°All children given the opportunity to participate in inter sport competitions</p> <p>°Sports day planned for all children to participate in</p> <p>°Additional sport events to create a sport Wednesday term for all classes</p> <p>°Olympics day planned for all children to participate in</p>	25% towards total cost of active lead role	<p>Competitions entered:</p> <p>Cross country</p> <p>Football</p> <p>Girls football</p> <p>Hockey</p> <p>Cricket</p> <p>Multi Skills</p> <p>Terms 3 and 4 – Term 3 sporting competitions were scheduled by the partnership after school – This was not suitable for us to take part in until 7pm</p> <p>Term 4 – New mini bus being purchased, therefore limited transport available until it arrives</p>	<p>Continue to enter local events for competition for all year groups / Build on competition with local schools that can be organised by Aspire</p> <p>This will continue to increase now the school has transferred to the Maidstone Kent School Games area. Access to Ashford events still possible allowing greater opportunity.</p>
Signed off by				
Head Teacher:	F.Steer			
Date:	On-going review throughout the year			
Subject Leader:	C.Liddicoat			
Date:	September 2023 January 2024 July 2024			
Governor:	A.Allum/Z.Brown			



Date:	
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