

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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 **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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> We received two awards at the TWKSPP awards 2019 ceremony at Haysebrook School. We received the 'Outstanding Contribution to PE, Physical Activity and School Sport' award. We also were given the 'TWKSPP Outstanding School Sports Crew for commitment and passion for sports leadership and development of school sport'. The number of children participating in clubs and in inter-school events have both increased from last year. 75% of the school have participated in one or more of the 16 different clubs and in an inter-school event. At key stage 2, this figure rises to 90%. We have taken part in 30 inter-school events, as well as numerous football and netball matches, which has involved 75% of children across the school – 84% in key stage 2, as well as 57% from key stage 1, which is a significant increase from last year. Our children have enjoyed many successes this year, including: <ol style="list-style-type: none"> Hockey – winners – our year 3/4 team and our year 5/6 team represented West Kent at the county finals in Rochester. Year 5/6 came 14th out of the all the schools in Kent and Year 3/4 came 4th! Tri-golf – year 3/4 winners! Girls superleague football – Year 2 were winners and the Year 3/4 and 5/6 teams both came 2nd. Mini-tennis – winners – year 3/4 Basketball – winners – our year 5/6 team represented West Kent at the county finals in Gillingham where we finished 14th overall. Dodgeball – 2nd – Year 5/6 Somerhill Football – Year 5/6 winners, Year 3/4 came 2nd Handball – 2nd – Year 3/4 For the past 3 years, we have been awarded with the GOLD School Games Mark, which has meant we are eligible for the Platinum award this year, which we have applied for. Sports week allowed children to take part in several new and different sports including judo, ballroom dancing and handball. We hope to arrange a dance and handball class next year. Quality of provision is at least good as evidenced in observations. Games Captains and Leaders are high profile and held in high esteem. They lead playtime activities and help increase the amount of regular physical activity. Their leadership skills have significantly improved. Sports day at a venue with high quality facilities, inspired children once again. High level of organisation and excellent communication from HLTA facilitates high quality outcomes. Broad range of events entered, backed up by a curriculum which prepares children for sport specific competition while also developing core, transferrable skills. 	<ul style="list-style-type: none"> ➤ Improve the standard of teaching and learning so that it is often outstanding teachers/teaching assistant's knowledge of PE. ➤ Increase % of Key stage 1 participating in events and clubs. ➤ Increase % of SEND participating in events and clubs. ➤ Increase % of Pupil Premium participating in events and clubs. ➤ Identify and increase % of least active participating in events and clubs. ➤ Continue to increase the range of outdoor activities to include Forest School for more Year groups. ➤ Increase opportunities for children to participate in OAA activities, such as orienteering. ➤ Provide a variety of clubs for the children to engage with including introducing ballroom and Latin dance, hand ball and lacrosse.

Meeting national curriculum requirements for swimming and water safety.	
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 2020.	77%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	77%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77%
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?	Yes

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: 2019/20		Total fund allocated: £	Date Updated:	
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				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 continue and raise the engagement of all pupils in regular physical activity.</p> <p>Children to have active break and lunchtimes.</p> <p>To increase participation in clubs for key stage 1 and key stage 2.</p> <p>To increase the percentage of pupil premium children and SEND taking part in a club.</p> <p>To offer a broad curriculum and range of sporting activities through clubs and during lunchtime.</p>	<ul style="list-style-type: none"> All children to engage in 30 minutes physical activity. Cosmic yoga, morning mile, Go Noodle, active learning. Continue the morning mile on a Monday and Wednesday during terms 1, 4, 5, 6 Lunchtime activities run by specialist sports coach. Training for sports/play leaders and game captains. HLTA to track participation of every child in clubs and inter-school events and use to target for future events. Lunchtime club engaging children who find playground activities difficult in physical activities, such as speed stacking. Introduction of new clubs. Swimming is part of the year 4 curriculum. Children to be included from older year groups who did not pass requirements. 	<p>Specialist Sports Coach-Netball and Football Swimming</p> <p>£6,500</p>	<p>Currently 100% of children take part in PE lessons at Hildenborough, including our vulnerable groups.</p> <p>Up until March 2020, all children were taking part in at least 1 hour of physical activity each day through play times, PE lessons and through movements in the classrooms.</p> <p>All pupils had the opportunity to take part in PE and Sport during curriculum time, lunch clubs and afterschool's clubs.</p> <p>The games captains took pride in organising activities for children in reception – year 5. The children received training in term 1 and we achieved the 'Sports leaders' of the year award in July.</p> <p>In terms 1 – 4, we ran 7 different clubs, most at full capacity. During lockdown,</p>	<p>To ensure 100% of children continue accessing PE lessons and lunchtime and after school clubs when possible.</p> <p>To evaluate our play equipment and to buy new equipment where necessary to encourage 30 minutes activity a day given current restrictions.</p> <p>To research a bank of activities that children are able to do during the day at their desks. To share these with class teachers.</p> <p>14 Year 5/6s trained as play leaders. In July, we received an outstanding sports leader award, with 12 children receiving silver and 2 platinum. This was a great achievement. We have signed up to complete this again.</p>

			<p>we took part in 'Travel to Tokyo' and we came 2nd in the county. We also joined the rainbow challenge and children joined in with Joe Wicks home workouts. A range of PE resources were also sent home each week.</p> <p>Introduction of new clubs – ballroom and Latin dance and girls football to encourage less active.</p> <p>The children in year 4 were able to go swimming.</p>	
Key indicator 2: 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:
<p>To raise all children's self-confidence and self-esteem in a range of sports.</p> <p>To encourage children to become play/sport leaders and to promote being active across the school.</p> <p>For staff to be positive about PE and to therefore inspire the children.</p> <p>To continue to increase parent's awareness of sporting events and clubs.</p> <p>To complete a PE audit of PE shed.</p>	<ul style="list-style-type: none"> HLTA given time to organise inter-school events. HLTA/PE Subject Leader takes clubs & teams to events & matches. Teachers to also be involved in this where possible. Games captains and leaders organise intra school house events at the end of each term. Certificates, medals and awards for participation and demonstration of values, as well as improved success in team sports and in personal challenges. PE award in weekly celebration assembly for two children in each class. To update and share our events on our sport display board. Wellbeing week to be held in Spring term to raise profile of both physical 	<p>Sports Day £300</p> <p>New play equipment £1,000</p>	<p>Up until March 2020, we were able to participate in 10 different school game events, as well several football and netball matches. We also took part in a basketball tournament in years 5 and 6 where they went on to represent our school and area at the Kent County Finals. We were extremely proud to place as 3rd overall, the highest for a Hildenborough team ever.</p> <p>Our games leaders took pride in delivering weekly activities to each year group.</p> <p>Children received the PE award each week in celebration assembly chosen by our specialist teacher. Our HLTA</p>	<p>Hildenborough received the platinum award for our commitment, engagement and delivery of PE, school sport, physical activity and health initiatives. We were the only school in the local area to receive this.</p> <p>We had planned to hold sports day at Tonbridge School. However, this did not happen, due to COVID-19. Instead, teachers included a sports day activity within their home learning. Children in years R,1 and Key Worker groups who attended school in term 6 took part in an informal sports competition within their bubbles.</p>

	<p>and mental health. Monday 1st June to Friday 5th June 2020.</p> <ul style="list-style-type: none"> • Sports Day to be held at Tonbridge School with performances from clubs such as dance club. • TWKSPP - 20 places on the Sports Leaders UK Playleader Award for Y5/Y6. 		<p>updated our sport display board often with the children, after each competition and our achievements were also shared in the school newsletter.</p>	<p>To organise some inter-house competitions within year groups at school if not able to take part in the school games events.</p> <p>A PE audit of the shed will be completed next year.</p>
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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:
<p>To increase confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>To maintain 100% good or better and increase proportion of outstanding provision.</p> <p>Children to receive high quality teaching and develop fundamental skills.</p>	<ul style="list-style-type: none"> • Introduction of 'PE Hub' programme to give teachers training, confidence and knowledge to perform good/outstanding lessons. • Alex Weston coming in from our sport partnership (TWKSSP) to work with two teachers per term. Teaching assistants to also observe and participate in these lessons. • TWKSSP and PE Subject Leader to observe lessons and give precise feedback and follow up where support is needed or where expertise can be shared across the school. • PE leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain knowledge and understanding of the subject. • PE specialist to teach one out of the two lessons of PE. 	<p>PE Hub TWKSSP Training £4,145</p>	<p>During terms 1 – 3, all staff were able to work alongside Alex. All staff commented on how useful they found the sessions and how much more confident and knowledgeable they felt when teaching PE.</p> <p>This year we became a part of the PE hub, which provides schemes of work for PE. We use this planning alongside the CPD training planning that we receive from Alex. The PE Subject Leader made folders for all teachers and they all commented on how easy and straight-forward this made their PE lessons. They also felt it was supportive and meant that the lesson had a much greater impact on the children. They also felt more confident as a teacher providing the lesson.</p> <p>The PE Subject Leader delivered a staff meeting in term 2 to introduce the PE hub scheme. Staff have all spoken very positively about the scheme and of the individual folders that have been made for each year group, saying the plans were easy to access and follow.</p> <p>Throughout the year, the children I met with spoke very highly of PE.</p>	<p>PE Subject Leader to assess teacher and Sports Coach PE lessons to see the impact of the PE hub scheme.</p> <p>To ensure we are providing a broad curriculum.</p>

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:
<p>Number of clubs increases for all pupils, particularly KS1.</p> <p>Number of inter and intra school events increases, particularly for KS1.</p> <p>For the whole school years R – 6 to be involved with Forest School.</p>	<ul style="list-style-type: none"> To run more clubs aimed at key stage 1. TWKSPP - Afterschool Cheerleading Club. Introduction of new clubs, ballroom and Latin club, football, handball for all ages. Enter into as many as the TWKSPP Events as possible. To arrange a specialist Forest School teacher to come in for year groups 1 – 6. Reception already have a day. Share pictures in our newsletter. 	<p>Forest School £3,240 Terms 2 - 4</p>	<p>During terms 1 – 4, we ran 7 different clubs. We also took part in 10 different school game competitions.</p> <p>Over the year, Children in years 1 – 4 all took part in Forest School with our trained teacher. Both staff and children all commented on how positive the experience was and on the range of activities offered each week.</p>	<p>To buy new sport equipment to enable a range of sports to be played in lessons and break times and lunch times.</p> <p>To continue our Forest School learning, starting with year as 5 and 6, as they missed their session this year due to COVID.</p> <p>To run more clubs aimed at key stage 1 (once it is safe to do so).</p>

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>100% of those targeted as least active, participate in competitive sport (intra or inter)</p> <p>100% Pupil Premium and SEND children take part in inter-school competitive sport.</p> <p>Increased % of KS1 take part in inter-school competitive sport</p> <p>Improved self-esteem, health, determination and self-belief, as well as respect for others.</p>	<ul style="list-style-type: none"> HLTA/PE Subject Leader to track participation of every child in clubs and inter school events and target for future. To enter into more Key Stage 1 events. To celebrate all achievements during our celebration assemblies on a Friday. Children to write match reports for the website. 	-	<p>In term 6, Hildenborough Primary was awarded 'Primary School of the Year in Tonbridge' for our positive attitudes and involvement in sport.</p> <p>Since March 2020, pupils have had a range of PE resources to complete including 'Travel to Tokyo', 'Active Rainbow Challenge' and work from teachers.</p>	We celebrated our success at the TWKSSP Virtual Sports Awards, where we received two awards.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	