

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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	None
Total amount allocated for 2021/22	£20,438
How much (if any) do you intend to carry over from this total fund into 2022/23	£ 2,038
Total amount allocated for 2022/23	£ 21,094
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 24,132

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>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</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>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.</p> <p>Please see note above</p>	92%
<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>	82%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	92%
<p>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?</p>	Yes to support our Pupil Premium and most vulnerable children access weekly 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.

Academic Year: 2022/23		Total fund allocated:		Date Updated: Jan 2023	
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: 32.9%
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 review the quality of the PE provision and curriculum available at JLPS	1-HBHS Sports Partnership Package to support PE leads and sport leaders.		1. £ 850	1)The sports partnership has enabled us to participate in a wider range of competitions and sporting opportunities. In addition, it has also provided support in building our effective and ambitious curriculum. 2)Pupils participate in a broad, varied curriculum across their primary education, building on previously taught skills and knowledge. 3)Year 6 sports leaders have encouraged younger years to be active at lunchtimes. 4)New sports equipment has enabled us to ensure we have up-to-date resources to teach our broad curriculum. It has also enabled us to purchase brand new equipment for a varied range of unique sports e.g., Curling.	Continue to maintain partnership 2023-2024 Ensure curriculum is relevant for 2023-2024 Continue to drive this child-led intervention this year with a focus on PP children. Complete a resource audit to see what new equipment is required for next year.
To maximise engagement in physical exercise at lunchtime and break time	2-Ensure the curriculum continues to be inspiring and ambitious with a range of sports		2. £0		
Target inactive children to become more engaged with exercise. Access to high quality resources for PE lessons.	3-Train Year 6 Sports Leaders to lead a range of active sessions at lunch times		3. £0		
Enough quantity of quality resources to enable access for all	4-Purchase additional resources to replenish and replace equipment		4. £2000		
All pupils to engage in high quality PE/Games and swimming lessons throughout the academic year so that they learn new skills and develop an interest in sport	5-Purchase new bikes/trikes and scooters for Year R and 1 play times		5. £1000		
Purchase of robust and sturdy basketball fixture and fittings for the MUGA to encourage active and supported play for	6- KS1 markings on playground and outside area to encourage use of bikes and physical activity with cross-curricular links (KS2 completed in previous year together with climbing wall)		6. £3200		
			7. £400		
			8. £500		
			Total projected spend: £7950 Actual Spend: £7950		

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vulnerable children	<p>7. Field markings to encourage activity such as running tracks, football pitches etc. and grass cuttings</p> <p>8. Key stage 2 Playground equipment to encourage physical activity</p>		<p>5) New bikes and trikes have been an effective way to encourage KS1 and EY pupils to be active at playtimes and has also developed their skills e.g., riding bikes without stabilisers.</p> <p>6) KS1 playground markings have made playtimes more active and exciting with cross curricular links and a 'bike road' to challenge the bike skills.</p> <p>7) Field markings ensure the children can play a range of games at lunch times, afterschool and competitively. This also enables sports days to have a level of competitiveness.</p> <p>8) A range of equipment purchased to challenge physical activity in KS2 e.g., stilts.</p>	<p>Continue to have bikes available at all playtimes.</p> <p>Continue to ensure the grass is cut regularly and markings are in line with league rules etc.</p> <p>Continue to encourage KS2 to be active during play times and try new games.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 14.5%
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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:
<p>To continue to deliver high quality PE and sports lessons for all pupils including SEN/PP so that these vulnerable groups receive quality PE lessons</p> <p>To continue raising the profile of PE, games and activity and ensuring there are a wide range of fun activities consistently delivered across the school.</p>	<ol style="list-style-type: none"> PE team to facilitate and highlight the importance of PE through display, publicity and the organisation of sports clubs <ul style="list-style-type: none"> Subsidised swimming for vulnerable pupils, including PP and SEN School leadership, PE team and school council to continue to gather ideas from the school community in order to enhance 	<ol style="list-style-type: none"> £3000 £0 £0 £0 £0 £500 (release 	<ol style="list-style-type: none"> Subsidised swimming provides equal opportunity for all children to access swimming lessons for three terms, each year, including in Reception. Skilled teachers run a range of exciting clubs for the children to attend and also enter leagues/matches. These include; football, netball, running, 	<p>PE boards is something we will continue to work on 2023-2024 to highlight the importance and impact/display our achievements. Continue to offer subsidised swimming for vulnerable pupils.</p> <p>Ensure we raise the profile by sharing events and match results on social media, whole school DOJO and</p>

<p>This will enthuse and engage those children who are less likely to take part.</p> <p>Facebook, Instagram, website and school displays regularly updated to enable pupils and parents to understand the importance of sport and the benefits to all-round health.</p>	<p>the love of sport and activity e.g. Weekend Bi-athlon fundraising event, HOS running club, skilled staff running clubs</p> <ol style="list-style-type: none"> 3. Revisit ways we can evidence PE and child's voice to plan for the future and ensure quality understanding. Ensure teachers are aware of how we can stretch Greater Depth children in PE 4. Assemblies about inspirational athletes to inspire children to have a go and participate in a range of sports 5. Re-Introduce the School Games Values and link to school values-share with whole school community via newsletters etc. 6. Continue to delegate media role to an SLT member and ensure the PE Team lead staff meetings and communicate 'All things Sport' to parents through social media, Whole School DOJO and weekly newsletter 	<p>time)</p> <p>Total projected spend: £3,500</p> <p>Actual spend: £3,500</p>	<p>gymnastics, dance.</p> <ol style="list-style-type: none"> 3) Staff training delivered on the PE curriculum and how we can support children with SEND and stretch greater depth children. 4) Schools for Sports Athlete visit and encouraging children to be as active as possible whilst also raising money for more school sports equipment. This also encouraged pupils to have a go at new sports. 5) School games values are beginning to be embedded throughout the school. 6) Social media posts have shared our successes and encouraged others to have a go/take part in sports. 	<p>assemblies.</p> <p>Continue to explore ways we can evidence PE in a meaningful way to adults and children.</p> <p>Continue to drive the school games values through PE sessions.</p> <p>Continue to ensure social media drives sports participation and celebration.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>21%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Staff to be highly competent/strong in teaching PE and Sport</p> <p>Children to develop excellent skills in PE and Sport as a result of effective Teaching and Learning. School monitoring and assessment validates this</p> <p>All PE and extra-curricular activities to be delivered by experienced, well trained and knowledgeable staff. Through high quality specialist instruction (sometimes through JLPS specialist instruction RD, MAJ and swim team teachers)</p> <p>The JLPS assessment system to ensure there is a clear and meaningful system to inform planning and for feedback.</p>	<ol style="list-style-type: none"> 1.HBHS School partnership- PE Leads to offer support and training for other members of staff. Continued training costs for staff while maintaining contact and the school relationship with Herne Bay High School. Continuation of experienced JLPS sports staff and paid coaches to work with teachers and support staff in the delivery of PE. Continued high quality swim school lessons delivered to all pupils, including SEN and PP CPD attendance at HBHSSP events Assessment system to be looked at with SH and AL to ensure it is still relevant, linked to taught sessions/skills/knowledge and NC requirements. 	<ol style="list-style-type: none"> 1. £3000 Included in above £2000 £0 £0 <p>Total projected spend: £5,000</p> <p>Actual spend: £5,000</p>	<ol style="list-style-type: none"> 1)The sports partnership has enabled us to participate in a wider range of competitions and sporting opportunities. In addition, it has also provided support in building our effective and ambitious curriculum. 2)Staff PDM sessions on the PE curriculum and progression. Use of PE hub subscription to access lesson plans, knowledge organisers etc. 3)Use of on-site swimming pool to ensure ALL children from Reception to Year 6 swim for three terms a year. Subsidised lessons for vulnerable children. 4)Regular CPD sessions through the partnership keep subject leaders up to date with PE and the School Games mark. 5) Assessment has been reviewed and is now linked to taught sessions, skills and knowledge. 	<p>Staff to complete a subject knowledge audit to focus our next training sessions.</p> <p>To develop a child self-assessment, including the head/heart/hand model and school games values.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

27%

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	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>consolidate through practice:</p> <p>At JLPS we strive to offer a broad range of physical activity and sporting opportunities through our ambitious curriculum and extra-curriculum lunch time and after school clubs.</p> <p>Pupils to participate in as many intra and inter school competitions as possible, with a broad range of sports.</p> <p>School staff to volunteer and deliver high quality and rich extra-curricular clubs many of which encourage physical activity</p> <p>JLPS to partner with TeamTheme so that extra-curricular clubs continue to be exciting, affordable and accessible to children, especially in Term 5 and 6</p>	<ol style="list-style-type: none"> 1. PE team/other skilled members of staff to continue to organise a range of clubs for children to attend 2. Continue to increase the percentage of children taking part in extra- curricular sporting activities, ensuring that Pupil Premium and SEN children have the same access as their peers. Track attendance of clubs and to try and increase the percentage of disadvantaged children taking part in extracurricular activities 3. Embed our relationship/link with Team Theme and other external agencies in order to support our most vulnerable pupils and engage them in sport through government funded HAF's 4. Introduce sports coaches for new sports such as Tag Rugby and Kwik Cricket. Provide as afterschool opportunity. Find local leagues to enter 5. Invest in the School's Forest School to encourage further physical activity opportunities and team-building opportunities. 	<ol style="list-style-type: none"> 1. £1000 2. £0 3. £2500 4. £3,000 5. <p>Total projected spend: £6,500</p> <p>Actual spend: £6,500</p>	<ol style="list-style-type: none"> 1) A range of skilled staff members including PE team, HOS run a range of active clubs including running, netball, football, dance & gymnastics. 2) Extra curricular clubs all pupils v Pupil Premium update numbers. <p>Please see appendix A</p> <ol style="list-style-type: none"> 3) Our partnership with Team Theme has offered a range of exciting sports opportunities, including over the half term and is funded for our most vulnerable children, ensuring they are given equal opportunities. 4) We were unable to source coaches for these sports so this will be a focus for 2023-2024. However, we were able to get a hockey coach in for KS2 to have a trial session and a multi-sports day for Years 1-6 which included tennis, hooping and football. This also led to forming a partnership with Canterbury Tennis Club, allowing a group of Year 1 pupils to have a session at their indoor courts. 5) Each year group accesses forest school throughout the year, offering more physical activity during the week. 	<p>Ensure a range of clubs continue in 2023-2024. Introduce rounders and enter the rounders league. Make use of new Curling equipment.</p> <p>Research local clubs/coaches for Kwik Cricket/Tag Rugby.</p> <p>Ensure each year group accesses Forest School as often as possible.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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?:
To participate in an increased amount of competitions with a wider range of sport activities. Increased participation of children representing a team through Intra-school competitions.	<p>1.HBHS Sports Partnership and league entries</p> <p>2.Mini-bus costs to be able to travel to external competition events</p> <p>3.Organise intra-school competitions such as rounders and dodgeball. Continue to hold annual sports day events and swimming galas.</p>	<p>1. As in section 1</p> <p>2. £ 750</p> <p>2/3. £500</p> <p>(Release time and subsequent cost for organising events/staff cover to attend events)</p> <p>Total projected spend: £1250</p> <p>Actual spend:</p> <p>£1250</p>	<p>1)As in section 1</p> <p>2) use of the mini bus has enabled us to travel to a wider range of external competitions and events over the year. Included KS1 in external events as well as KS2.</p> <p>3)Intra-school competitions such as sports days, staff v children matches, and swimming galas continue to be a popular annual event. We continue to plan to hold further intra-school events such as dodgeball and rounders.</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to enter external competitions/matches.</p> <p>Introduce new intra-school competitions.</p>

Signed off by	Mark Ashley Jones Head of School
Executive Head Teacher and Head of School:	Ms Debra Hines Mr Mark Ashley Jones
Date:	January 2023
Subject Leader:	Miss Anna Lee
Date:	January 2023
Governor:	Chair of Governors Chris Graves
Date:	January 2023

Appendix A

2022-23 25% of year 6 pupils have a role or responsibility as a House Captain, Sports Captain, Prefect or reading ambassador.

2022-23 20% of our eco reps or school councillors are disadvantaged.

2023-24 67% of our current Year 6 Pupil Premium children have a role or [responsibility](#)

Extra-curricular clubs All Pupils V pupil premium uptake 2022-23

Term	Participation Number	Percentage of Pupil Premium
Term 1 and 2	193	15 out of 193 participants which equates to 7%
Term 3 and 4	187	18 out of 187 participants which equates to 10%
Term 5 and 6	195	20 out of 195 participants which equates to 11%

Extra-curricular clubs All Pupils V disadvantaged uptake 2023-24

Term	Participation Number	Percentage of Pupil Premium
Term 1 and 2	256	42 out of 256 participants which equates to 15% 15 SEN which is 36%
Term 3 and 4		
Term 5 and 6		