

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](https://www.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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Increased participation in competitive sport across KS2 linked to Cluster and LA competition; Increased percentages of attendance at PE festivals/activities linked to key skills – racket skills, dance, etc; Use of coaches to enrich aspects of PE curriculum and provide CPD for staff; Introduction of Early Movement/‘Little movers’ into Early Years PE curriculum; Provision of sports equipment to meet the needs of the school; Being an active part of the Stockton Sports Partnership; Increased staff confidence in teaching PE; Earning Gold school games award last year; Entering more and more local competition. 	<p>Review and revision of PE curriculum objectives to ensure continuity and progress; This includes a review and resourcing at LTP, MTP and STP units;</p> <ul style="list-style-type: none"> Development of sports leader roles for children in UKS2; Increased physical activity promoted at lunchtime through Sports Crew, coaches and introduction of daily mile; Provide opportunities for all children to access 30 active minutes outside of PE lessons; Increase range of extra-curricular PE clubs on offer to all pupils; Provide increased opportunities for all pupils to take part in competitive sport; The engagement of all pupils in regular physical activity- kick-starting healthy active lifestyles; The profile of PE and sport being raised across the school as a tool for whole school improvement.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £	Date Updated:	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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 2021.	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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/ 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.

Academic Year: 2020/21		Total fund allocated: £17,450	Date Updated: May 2021	
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:
				5.7%
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:
Early Years – provision of equipment and resources for outdoor physical activity and agility development	Provision of resources to support active play and gross motor control in EY outdoor area – including balls, throwing and catching, hoops, skipping ropes etc. • Provision of larger and appropriately sized physical resources to develop balance and coordination skills • Purchase of resources to support PE in the school hall – gym equipment	£1,000	Observation in outdoor area evidences higher level of physical play and activity utilising the resources provided. • Assessment in area of physical development – ELG moving and handling is in line with national average expectations at the expected level (90%) and is significantly higher at the exceeding level (71%)	Enhanced planning for physical development in EY • Introduction of Work Out Wednesday with 'Little movers' – physical development focus day
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				14%
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>Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</p> <ul style="list-style-type: none"> • Use PE and sport to develop the whole person including thinking, social and personal skills. • Use PE teaching to aid fine and gross motor skill development. • Use sporting role models used to engage and raise achievement. • Ensure PE and school sport is visible in the school (assemblies, notice boards, • school website, local press, pupil reward and recognition of pupils) • High quality PE lessons delivered during curriculum time. • To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school. To reinstate once Covid-19 restrictions are lifted. • School staff better equipped/ more confident to teach PE in school • Monitoring use of schemes and whole school PE coverage • - Sports leaders develop younger pupils into becoming leaders themselves To reinstate once Covid-19 restrictions are lifted. 	<p>As a school we contribute funding to sustain the Stockton School Sport Partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> • Additional competitions outside of the School Games programme • Comprehensive CPD programme • PE Conference • Primary Leadership Academy • SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC. • Employment of sports coaches • Continue to develop and use whole school plans and assessment. • Inter class competitions played throughout the year • Develop a team of sports leaders • Sports leaders to help run and organise games in KS1. To reinstate once Covid-19 restrictions are lifted. 	<p>£1755 £600 £240 = £2595</p>	<p>Personal development (physical skills, thinking skills, social skills and personal skills).</p> <ul style="list-style-type: none"> ▪ Attainment and achievement, behaviour and attendance. ▪ PE physical activity and school sport have a high profile and are celebrated across the life of the school. ▪ SMSC- Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. ▪ Continued progression of all pupils during curriculum PE lessons. ▪ Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. ▪ Inter class competitions raise profile of competitive sport within school. As many children as possible to participate. ▪ Sports leaders impact importance of sport/activity by being positive role models in the school. To reinstate once Covid-19 restrictions are lifted. 	<ul style="list-style-type: none"> ▪ Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC. • Review School development plan, Whole school policies/PE policy ▪ Use PE conference to review, evaluate and plan for the next academic year. ▪ School staff better equipped/more confident to teach PE in school ▪ Monitoring use of schemes and whole school PE coverage • - Sports leaders develop younger pupils into becoming leaders themselves
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				66%
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>Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</p> <ul style="list-style-type: none"> ▪ To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - to increase their confidence in delivery of the subject. ▪ 1:1 lesson observation to monitor staff effectiveness and confidence • - Questionnaire to monitor pupil and staff attitudes towards progression in PE 	<p>Provide opportunities for staff to access CPD opportunities through the Stockton School Sport Partnership CPD programme.</p> <ul style="list-style-type: none"> • Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. • Purchase quality assured resources to support teachers and support staff. • PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations. Classes rotated to ensure all teachers benefit from coaches expertise (KS1 = skills focus, KS2 = sport specific focus) • Subject Leader to attend relevant sport conferences and network meetings to gain relevant information. • Liaise with other local schools to share knowledge and expertise. 	<p>£8,890 £2,660 = £11,550</p>	<p>Increased staff knowledge and understanding</p> <ul style="list-style-type: none"> ▪ All teachers able to more confidently plan, teach and assess National Curriculum PE ▪ More confident and competent staff evidenced through feedback and lesson observations ▪ More sustainable workforce including young leaders. ▪ Enhanced quality of provision ▪ Increased pupil participation in competitive activities and festivals ▪ Increased range of opportunities ▪ The sharing of best practice with other schools in the Stockton Partnership. ▪ A more inclusive curriculum which inspires and engages all pupils ▪ Increased capacity and sustainability ▪ Continued progression of all pupils during curriculum PE lessons. ▪ Questionnaires/interviews inform us that pupils enjoy their PE lessons • - Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE. 	<p>Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities</p> <ul style="list-style-type: none"> ▪ Further 1:1 lesson observation to monitor staff effectiveness and confidence

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15%
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>Additional achievements: Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</p> <ul style="list-style-type: none"> Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport Providing additional links to Community Sports Clubs Children participate in festivals/ tournaments held through SSP. Increase opportunities for EY children to work with external coaches Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age group 	<p>Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership.</p> <ul style="list-style-type: none"> Review extra-curricular activities through pupil voice Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school To keep the website/PE noticeboard up-to-date range of clubs currently on offer (changeable throughout the year) Children to attend the extra-curricular clubs. School to enter children into sporting festivals/ competitions. Links made with coaches and outside clubs – tennis/ cricket /rugby/football/hockey Dance Coach supporting curriculum objectives – ½ day each week (KS1 and KS2 Specialist EY sports coach for 1 term 	<p>£1,200 £1,330 = £ 2,530</p>	<p>Engaged or re-engaged disaffected pupils</p> <ul style="list-style-type: none"> Enhanced quality of delivery of activities Increased staffing capacity and sustainability Enhanced, extended, inclusive extra-curricular provision Improved behaviour and attendance and reduction of low-level disruption Increased pupil awareness of opportunities available in the community improved physical, technical, tactical and mental understanding of a range of sports Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership Coaches signposting children to community sessions. Evidence includes - Curriculum map, Inclusive health check, Registers of participation, Extra-curricular data, student/staff surveys 	<p>Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision.</p> <ul style="list-style-type: none"> Further increase opportunities for KS1 children – in and out of school

	(Nursery and Reception – ‘Little Movers’ Multi-sports activities KS1 and KS2 by Mr Sheahan one day a week			
Offer subsidised after school club places to all children and free places to identified group	Monitor take up of clubs (gender, SEN, Pupil Premium, vulnerable, EAL) • Subsidy £500 from Extended Schools and/or Pupil Premium	£1,000 (Pupil premium funding allocation)	HG to promote engagement for all children. • Registers kept from after school club activities	

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>Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</p> <ul style="list-style-type: none"> Increased participation in School Games competitions. Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. Select children who we feel would benefit most from the opportunities available in the Partnership events calendar. Enter external events to give pupils the opportunity to compete against other schools <ul style="list-style-type: none"> Investigate further use of virtual inter house competitions/ children leading own events 	<p>Engage with partnership coordinators to attend competitions run by the School Sport Partnership.</p> <ul style="list-style-type: none"> Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions. Use external coaches to run competitions to increase pupils' participation. Identify a set number of competitions/events to provide transport to. Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. <ul style="list-style-type: none"> To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school 		<p>75% of young people represent their school 2019 – 2020 this has not been possible due to Covid-19</p> <ul style="list-style-type: none"> 50% of KS2 young people part of community clubs that the school has links to. Community clubs have been closed due to the Covid-19 pandemic. Vast majority of KS2 pupils participated in the intra-class competitions. Virtual Sports day set up and enjoyed by pupils. After school club registers Gold school games mark <p>Evidence includes -</p> <ul style="list-style-type: none"> School Games Mark Competition/ events calendar Photos displayed at school Competition reports 	<p>Review attendance data and identify children for appropriate opportunities.</p> <ul style="list-style-type: none"> Further widen opportunities for pupils to take part in competitive sporting events

Signed off by	
Head Teacher:	<i>H. Gregory</i>

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Supported by:



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