



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2017

Commissioned by  
**Department for Education**

Created by



YOUTH  
SPORT  
TRUST



Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Youth Sports Trust – GOLD (Highest possible level)</p> <p>School Games Mark – GOLD - Due to go for Platinum however COVID-19 means all schools maintain level of previous year.</p> <p>Raise in profile of school sporting achievements and participation. Town finalists and Tees Valley competitors (see key indicator 3)</p> <p>Increased confidence of staff.</p> <p>Maintain employment of sports coach.</p>	<p>Maintain YST Gold.</p> <p>Develop School Games Mark to platinum.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below: (July due to swimming data)
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	COVID-19 stopped all swimming lessons.
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	COVID-19 stopped all swimming lessons.
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	COVID-19 stopped all swimming lessons.
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?	Yes – transport to enter children into a confidence building swimming gala at Mill House Leisure Centre.

## 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 students today and for the future.

Academic Year: 2019/20		Total fund allocated: £16,780 £10,339 61% used £6441 39% left to carry forward due to COVID-19		Date Updated: End July 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: What percentage of the money have we spent on this area £3945 24%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
1) All pupils to recognise the importance of daily physical activity and be actively involved with peers to complete at least 30minutes physical activity daily.	General equipment on the yard to support 30min activity along with storage for it.  20minutes activity led by staff during lunchtime.  SSCO Crew equipment bags for their group activities. SSOC Crew uniform to raise profile of crew. SSCO crew to consult school with what activities they want to participate in.  Sports Coach employed over lunchtimes. Sports coach to support lunchtime games and up skill staff with knowledge of a variety of games. This is	£0 Carried forward  £0 for 2019/20 Carried forward  Part of Sports coach wages (see Key indicator 3)	UKS2 children mentor younger children in skipping for competitions. SSOC crew run games and activities for all year groups. All children get 30min activity every lunchtime. TAs also to support games as part of their role as supervisors. Younger children are now engaged with older children and building stronger relationships with older children. Older children displaying leadership skills effectively and growing in confidence.  SSCO crew run games based on pupil voice from the children and what games interest them. Less children are disengaged and more actively participate in physical activity.	SSOC crew embedded within school. This ensures that Y6 can train up Y5 and this then continues on a yearly cycle. School to also continue to take part in SSOC crew yearly training.  Lunchtime supervisors trained throughout the year and would be able to continue to support SSOC crew in the future.	

	<p>then used daily within lunchtime to develop a physically active ethos in school. Also helps to develop teamwork and taking turns.</p>			
<p>2) Develop understanding of how to stay healthy – mind and body (school SEF). Introduce additional competitive sports within school.</p>	<p>Skipping initiative for Y2, 3 and 4 on the yard leading up to their festival. Including transport costs. Re-entering of festival.</p> <p>CPD time for PE lead to monitor and assess impact of sports premium initiatives within lessons.</p>	<p>£275 to enter events (Y1/2 and Y3/4) Y1/2 cancelled</p> <p>£0</p>	<p>Children raising levels of fitness and ability to continue to skip for longer periods of time – raise in stamina which is utilized in other sporting areas of the curriculum. Raise of pride and self confidence in ability of children. Achieved the final three years in a row.</p> <p>Increased knowledge and experience of variety of sports:  Karate  Table Tennis  Rugby  Hockey  Athletics  Swimming  Gymnastics  Rounders  Cricket  Golf  Cross country  Skipping  High 5</p>	<p>Continue to partake in festival.</p>
<p>3) All children have the opportunity to partake in PE.</p>	<p>Sports club after school widened to support range of activities.</p> <p>Personalised occupational therapy lessons and small group sessions.</p>	<p>£ Time from sports coach – see key indicator 3.</p> <p>£170 (tennis and hip hop).</p>	<p>Children participating in a wider range of afterschool clubs. Balance and movement  Multi skills  Dodgeball  Football  Athletics  Tag Rugby  During school day:  Hip Hop and Tennis Coach</p>	<p>Continue to run clubs after school.</p>

Continue to develop additional opportunities for exercise within the

<p>curriculum.</p> <p>4) To develop teamwork, resilience skills and cooperative skills through PE and active 60 focus. <b>Commando Joe</b></p>	<p>Opportunities for additional activities with school: Supermovers at the end of every assembly (active maths) and during the day. Core and foundation lessons to include movement where possible. Also see key indicator 4.</p> <p>Raise in active 60 opportunities. Raise in mental development of key skills such as teamwork, leadership and resilience.</p>	<p><b>£3500</b></p>	<p>Active Maths – times table focus within start of PE lessons Y3/4. Lesson observation of Sports Coach by PE Lead and Head of Schools.</p> <p>Before school sessions which also include Breakfast Club pupils (Morning Mission). Three daily sessions for targeted pupils. Lunchtime games. Two sessions for whole classes Y3/4 and Y5/6. After school club (After School Challenge).</p>	<p>School have a designated PE kit box in each class which has labelled school equipment. Teachers to sign in and out equipment to ensure longevity.</p> <p>Personalised PE provision through Sports Coach, classroom teacher and designated TA.</p> <p>Embedded within curriculum and routines. Continue to do.</p> <p>Raise in resilience of pupils, development of teamwork skills. Cooperation increased. Development of leadership skills. Raise in physical activity throughout the week – links to active 60.</p>
--	---	---------------------	--	--

<p><b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: <b>£200 0.01 %</b></p>
--	---

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Children’s PE and Sporting achievements to be celebrated.</p> <p>Develop aspirations through outside agencies and visitors.</p>	<p>Celebration assembly – for in school and out of school PE achievements and also teamwork and sports person of the week for each class form SSOC crew. Facebook and school website accounts to celebrate achievements. Display for trophies Display for photographs of achievements (notice boards) Values and shine books. PE ‘shine’ book</p> <p>Facebook posts from England cricketer and Sports Personality of the year Ben Stokes during COVID-19. Tennis coach from Hartlepool.</p>	<p><b>£0</b></p>	<p>Trophies displayed within school. SSOCrew display board. PE achievement and sporting activities book to show achievements of children and when they’ve participated. Facebook updated and children’s achievements are shown and any additional PE or sporting activities.</p> <p>Raise in profile of PE across school. Developing action planning to ensure sustained PE development through accessed support of CPD from YST.</p>	<p>Display in school linked to Friday celebration activity so that achievements are recognised and celebrated. Photographs continue to be taken and refreshed in school for display.</p> <p>Bi-annual penalty shoot out to raise profile of wider community and linked to Hartlepool United Charity.</p> <p>Continue to utilise known professionals within the community to develop children wider understanding of sporting opportunities.</p>

<p>Develop profile of PE with parents and the local community.</p>	<p>Commando Joe Ruff Diamond Dance Crew</p> <p>Facebook profile raised. Technology to support photographing and videoing events. To use in lessons to self-evaluate. As part of PE action plan to develop evaluation of own skills.</p> <p>YST buy in</p>	<p>£200</p>	<p>Raised profile on Facebook and website.</p> <p>Raise performance level as can use technology as a tool to self-evaluate and improve. Develop use of technology to support self-challenge within children.</p>	<p>Making links with known sporting people to ask to come into school to talk about career aspirations (Graeme Storm). Autumn 1 2018.</p> <p>Staff to now add to PE displays for successes within school and celebrate during assemblies achievements.</p> <p>Admin and staff competent in new format for profile of social media. Continue to promote PE with parents through social media and newsletter to upload and support of promotion of sports with the school along with Sport Coach, Sport Link and teaching staff.</p> <p>Once purchased, self-sustainable. Ensuring technology bought has enough memory capacity. This can also be freed yearly and previous evidencing such as videos and pictures to be collated on school system.</p> <p>Continue to do this to maintain profile of recognised PE awards within school.</p>
--	---	-------------	--	---



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£ 6324 38%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>TAs to partake and development in PE lessons. Sports Coach complete relevant training.</p> <p>CPD training on assessment and planning. Monitoring new lesson planning structure and progression in PE subjects.</p> <p>Monitoring of new system for monitoring entry to events and festivals to ensure wide range of pupils attend. LTP – to include active literacy and maths to support teachers.</p>	<p>Continuation of Sports Coach Develop staff CPD and skills Books relevant courses NQT supported with planning and delivery of PE by sports coach Staff meeting to reestablish expectations of health and safety including warm up and cool down, as well as equipment.</p> <p>Development of key TAs (SA) to develop expertise in PE and OT activities.</p> <p>Time for PE lead out of class to monitor systems and spend time with Sports Coach on CPD on how to use them as well as with staff. Continue to maximise time on LTP to meet cluster events and flow of learning to also include festivals.</p>	<p>Costing of sports coaches wages £6224</p> <p>£100 – cover for PE Lead to monitor PE lessons.</p>	<p>Raise in attainment of children. Cross Country cluster individual winners and competitors in the Hartlepool final (4chn). (1) Qualified to represent Hartlepool in the Cross Country Tees Valley Final Town Swimming Gala 1 gold medal. 18 intra event competed in. Daily inter events ran within school.</p> <p>Staff skilled in the necessary areas. Sports Coach to support NQT and delivery of curriculum using his expertise. Children using balance bikes in EY to develop balance and physical strength and agility.</p> <p>Provision for PE is pertinent and personalised to the needs of the children within school while meeting the national curriculum. Raise in attainment of sporting events and after school clubs.</p>	<p>HLTA to continue to act as a Link PE with PE Lead. Sustainable due to ongoing CPD and skills learnt while shadowing Sports Coach and PE lead.</p> <p>Staff received necessary training to implement in lessons. Balance bike used within EY.</p> <p>Continue to develop sporting aspirations within the children and continue to embed PE as an important part of daily life. Continue to develop skills and enter competitions as well as festivals to promote the activity of all children.</p>



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£0 0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Promote a range of after school club range offered by school: Karate, table tennis, football, high five netball, athletics, cricket.	Promote a wider range of after school clubs. Target pupils to encourage participation in after school clubs.  Wider opportunities for coaches to support children through senior schools, outside agencies and competitive situations.		Range of after school clubs on a rotation to ensure a wide selection of choice. The range has now broadened: Karate Football Dodgeball Tag Rugby Balance and movement Athletics Multi skills These are personalised to the children and their interests to maximise opportunities to participate and also to support competitions within the cluster. Additional sports put into curriculum through extra coaches – Hip Hop and Tennis (see previous indicator)	Sustainability – karate is now a weekly activity. Children to continue to be given choices through 'Ask It Box' about what they want to do in after school clubs.
Engage in local sports	Hartlepool United: Attended a football match with school. Penalty shootout at half time.  Nature Day and outdoor learning – working outside and engaging in nature while exercising. Den building.	Staffing – voluntary.  Free and taster session free.	Raise in awareness of higher level sports and aspirations. Children who normally don't attend sporting event outside of school to given the opportunity to attend.  Develop mental well-being and confidence when completing physical activities outside.  Enable all children to participate in additional PE experiences and physical activity based residential.	Children to continue to access school bike and helmet for additional bike ability session prior to completing the bike ability session in Y6.  Repeat outdoor learning every half term / embedded into curriculum.
Additional experiences outside of classroom.	Y5/6 Ford Castle	Staff Volunteering		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				<b>£70 0.004%</b>
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Develop opportunities for more children to participate in more competitions / festivals.	Aiming to continue competition entry and continue to raise in achievements. Y1/2 attend a festival. Y3/4 attend a festival or competition. Y5/6 attend a wider range of sporting competitions.	See Key indicator one as it allocates funding for skipping festivals.	<b>Y1/2:</b> Skipping festival (all children) - (Due to covid 19 event cancelled) Feel good games - (Due to covid 19 event cancelled) Quad Kids - (Due to covid 19 event cancelled)  <b>Y3/4:</b> Cross Country Gymnastics Sports Hall Athletics Mini Tennis (y3) Aqua Swim Skipping (all children) - Due to covid 19 event cancelled Football Futsal - (Due to covid 19 event cancelled) Feel Good Games (all children) - (Due to covid 19 event cancelled) Cricket - (Due to covid 19 event cancelled)  <b>Y5/6 cluster events and competitions:</b> Tag Rugby – girls only Tag Rugby – boys only Cross country Dodgeball Futsal Kwikk Cricket - -(Due to covid 19 event	Continue to monitor using new recording strategies for festivals and events to ensure all children can participate and are given opportunities to enter.  Spoken to local secondary cluster group to increase opportunities for KS1.  Use of Sports Coach to continue momentum and participation.  Continue to buy into swimming gala, skipping festivals and cluster group package for competitions. Continue to develop 'B Team' entry and maintain event competing and participation.
Develop sporting opportunities outside of regular curriculum.	Attended a range of addition sporting events. Sports funding to be set aside for transport to enable children to participate in activities outside of school.	£70		

	<p>Buy in to events e.g. Football League Sports Domes and gymnastics.</p> <p>Buy in to Feel Good Games x3 events Y1/2, 3/4 and 5/6.</p>	<p>CANCELLED DUE TO COVID-19</p>	<p>cancelled)  Athletics - (Due to covid 19 event cancelled)  Kwick Cricket girls only - (Due to covid 19 event cancelled)</p> <p><b>Cluster:</b></p> <p><b>Additional events one-cluster:</b>  gymnastics,  football – boys  football - girls  football – mixed  Futsal  swimming gala – competitive  swimming gala –festival (participation)  In addition to the events, there is also a Hartlepool town final if ran and then a Tees Valley final. These are additional to the event above. Participation in those event up to now for the current 2018-19 year can be found in Key Indicator 3.</p>	
--	---	----------------------------------	---	--