

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

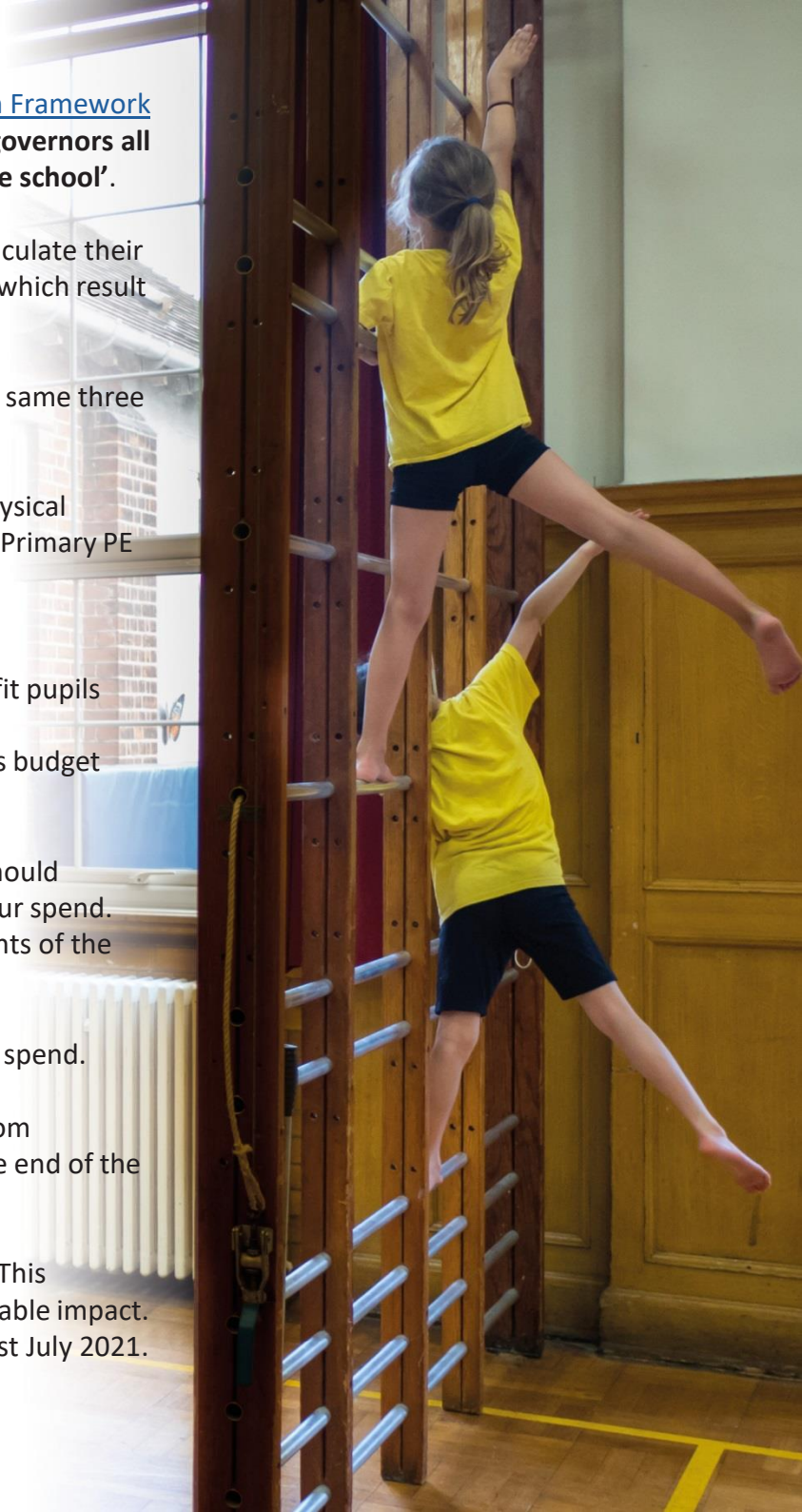
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** 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 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 2020:	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> <p>Develop gymnastics curriculum and CPD for staffing.</p> <p>Develop dance curriculum and CPD for staffing.</p> <p>Focus on developing outdoor provision for school and inline with EY reforms for Sep 2021.</p> <p>Develop provision further to increase capacity for addition physical activity on top of the weekly PE requirements.</p>

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £6000
+ Total amount for this academic year 2020/2021 £16660
= Total to be spent £22660 Total spent 2020-21 £ 17,089.33 Monies carrying forward to 2021/22 £5,570.67

<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 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 2021.</p> <p>Please see note above.</p>	100% 5/5
<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>	100% 5/5
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100% 5/5
<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>	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: £22660		Date Updated: July 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: £ 5335.91 24%
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:
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.	Sports club after school widened to support range of activities. Personalised occupational therapy lessons and small group sessions. Daily mile – markings within th playground and signage. Opportunities to compete competitively and non-competitively.	Part of Sports coach wages (see Key indicator 3) £1,187.64 Linked to PE lessons and additional time within curriculum – no additional funding needed.	Y1/2 Multiskills Event Y3/4 & 5/6 Sports Hall Athletics Events include - Speed Bounce, Standing Long Jump, 10m Shuttle Run, Chest Push and Vertical Jump. Weekly Mile - Y1/2 3/4 5/6 School Games Challenges Y3/4 & 5/6 Distance Run Around the World Clap Catch Challenge New system introduced from SGO - different challenges to be set. All results to be recorded online on Kobocca. Y3/4 5/6 1st Challenge Basketball Dribble	Continue with developing opportunities to engage pupils in 30min of physical activity. Add Skipping (Y1/2/3/4 into curriculum). Chn enjoy this form of physical activity and purchase playtime skips to develop further opportunities next year. Daily mile track can be used to develop athletics and running clubs after school.	

<p>AUTUMN TERM</p> <p>2) Develop understanding of how to stay healthy – mind and body (school SEF). Introduce additional competitive sports within school.</p> <p>3) All children have the opportunity to partake in PE.</p> <p>4) To develop teamwork, resilience skills and cooperative skills through PE and active 60 focus. Commando Joe</p> <p>Increase capacity of additional PE within the curriculum. Focus on online access to deliver PE and additional 1:1 provision.</p> <p>Additional playground equipment to develop games on the playground linked to active 60. Based on childrens' preferred choices of games.</p>	<p>Commando Joe</p> <p>Purchase laptop and tripod for Sports Coach.</p> <p>Purchase 6xlaptops for remote learning and cross class OT sessions.</p> <p>Purchasing of range of balls (netballs, footballs and foam balls)</p>	<p>£1,475</p> <p>£369.99</p> <p>£2100.28</p> <p>£203</p>	<p>Santa Dash - Whole School</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). Develop mental well being and confidence when completing physical activities outside.</p> <p>Sports Coach able to deliver sessions remotely to children. Children able to access PE lessons remotely when in isolation due to COVID. OT sessions and personalised sessions able to be completed across bubbles.</p> <p>Children playing more actively with adults using equipment e.g. football, shooting hoops games etc.</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>Sessions to be completed weekly and sustainable due to purchase of equipment.</p> <p>Continue to promote activeness during playtimes and lunchtimes. SSOC Crew to play a more active role when COVID restrictions ease.</p>
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<p>Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: £2684.89 12%</p>
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Intent	Implementation		Impact	
<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>Schemes of work, showing a clear pathway from KS1 to KS2. (Link to additional spend from last year and key indicator 1)</p> <p>Assessment policy</p> <p>Sports Day</p> <p>Achieve School Games Award – Gold</p> <p>Promote well-being (mental and social)</p>	<p>YST buy in</p> <p>On-going adaptations to PE lessons due to Covid-19. Regular adaptations to lessons to meet government guidelines regarding Physical activity.</p> <p>Regular meetings with teaching staff to discuss changes made.</p> <p>Mapping out of playground to promote the daily mile in addition to PE lessons.</p> <p>Time for the PE Lead and Sports Coach to adapt PE curriculum to meet the needs of COVID restrictions.</p> <p>Weekly participation in the daily mile.</p> <p>Time out for PE Lead and Sports Coach to meet.</p>	<p>£210</p> <p>£21.39 (sports day stickers)</p>	<p>Changing of curriculum to incorporate use of beams and mats, linked to extended sequence work individually and paired situations.</p> <p>Expectations within lessons.</p> <p>Diversity of opportunities with lessons to develop a wider skill set.</p>	<p>Key indicator 3 and 5. increase skill set to encourage pathways into higher level sport. Also develop higher level skill set ready for secondary school level PE.</p>
<p>Development of skills within gymnastics to a higher level.</p> <p>Raise the profile of gymnastics within school – staff and children.</p>	<p>Development of gymnastic curriculum to include higher level objectives.</p> <p>Buy gymnastic equipment</p> <p>Time for Sports Coach and PE Lead to alter assessment documentation to include new objectives and skills. To look at LT mapping.</p> <p>Storage for gym equipment – shed with assembly.</p> <p>Easysshed.co.uk</p>	<p>£1173.80</p> <p>£500</p>	<p>Staff secure in delivery of gymnastics using CPD given, video referencing and new long term mapping based on recent CPD.</p>	<p>Gym curriculum and equipment in place and CPD complete. Sustainable for this reason.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£7534 33%
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:
Sports Coach complete relevant training.	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 re-establish expectations of health and safety including warm up and cool down, as well as equipment.	Costing of sports coaches wages £6224	Impact shown within lesson delivery and knowledge of Sports Coach. Impact shown with NQT – knowledge and understanding within planning and delivery of sessions.	Continue with provision in school and Sports Coach.
CPD for all staff, teachers, teaching assistants and learning support staff in delivering; Gymnastics	Engage with gymnastics coach to provide training for teaching staff and sports coach to support within lessons and use of new gymnastics equipment.	Staff meeting time – no additional cost	Staff secure in delivery of gymnastics using CPD given, video referencing and new long term mapping based on recent CPD.	Gym curriculum and equipment in place and CPD complete. Sustainable for this reason.
Increase quality of PE delivered across the school	Northeast Dance CPD / delivery of PE lessons across school.	£1260	Staff secure in progression of dance within their year group for targeted dance (Y1/2 Bollywood, Y3/4 Street Dance, Y5/6 contemporary). LTM and detailed breakdown of objectives with appendix created to support staff along with additional videos.	Dance – ask NorthEast Dance to come back into school 2021-22 to develop three further dance within school, one for each year group to complete the long term mapping for both cycles.
PE training for new EY reform.	Costing of initial training	£50		

	Staff time to train and embed into the new curriculum approx. 3 hours (1/2 day) each release. x3 teaching members.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £1534.53 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:
Develop outdoor provision for EY and Y1/2 to broaden experiences linked to new EY reform and need for additional activities offered to pupils. Develop provision for EY reform with a focus on outdoor activity. Engage EY in daily activity with use of balance bikes. Also give broader opportunities within school – linked to life skills and gross motor skill development. (Linked to new curriculum developed for balance bikes)	Purchase weaving sculptures for EY are and main playground for Y1/2 to use. Purchase weaving materials. Purchase balance bikes. Purchase wet suits 3-4years Purchase wet suits 4-5 years	£439.90 £80.63 £540 £237 £237	Developed opportunities for a broadened experiences within focused sessions and playtimes/lunchtimes. Development of fine motor skills linked to EY reform within PE.	Sustainable due to being permanent fixtures. Sustainable as linked to new curriculum creation by PE Lead.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£0 %
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:
Develop opportunities for more children to participate in more competitions / festivals. 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. JAPP		Participation in: *National Santa Dash for whole school. *Christmas treasure hunt for the whole school.	Develop opportunities for inter class competition. NOTE: Due to COVID out of school competitions were not completed. See key indicator 1 for school competitions. This is to be carried forward to next year with the hope of relaxation of COVID risk. Junior Accelerated Performance Programme did take place for targeted GD children.

Signed off by	
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Date:	7 th July 2021
Governor:	 Colin Reid
Date:	08.07.21

Created by:  association for
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