

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by



Department
for Education

Created by



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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 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 2020:	Areas for further improvement and baseline evidence of need:
<p>-All children in school active for at least 30 minutes per day.</p> <p>-Playground leader programme is well embedded and children enjoy their lunchtime sessions.</p> <p>-A successful ‘walk to school’ initiative ongoing and monitored by a member of staff each half term.</p>	<p>- Use Sport Premium to offer additional swimming provision to Year 6 children who have failed to reach 25 metres.</p> <p>- To establish training needs of staff and develop a timetable of in school support provided for by the SSP.</p> <p>-Establish links with local sports clubs (after-school provision) to try and encourage more children to play sport outside of school.</p>

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

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: £2,925	Date Updated: November 2020		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £ 2925
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?:
Make play times and lunch times as active as they can be through the use of new playground equipment.	Purchase of equipment appropriate for the ages and stages of development of pupils from EYFS to Year 6.	£2925	The outdoor provision has been improved with the purchase of new playground equipment for each bubble. Children are accessing the resources to create and lead their own games during break and lunchtimes.	Monitoring / replenishing equipment throughout the year.

<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.</p>	<p>There were no swimming lessons scheduled for this academic year due to COVID, making it incredibly difficult to give an accurate picture of swimming statistics in school.</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 2020.</p>	<p>%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</p>
<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>	<p>Yes/No</p>

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: £17,700		Date Updated: November 2020	
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					
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:			
Children take more responsibility, become more independent and confident to set up equipment and run a warm-up or cool down activity.		Children begin to lead a mini warm up (in pairs initially, progressing on to small groups then whole class) Children will be given the opportunity to set up their own equipment, e.g. Children to work in pairs to set up their gym mats and benches for gymnastics.		N/A	
Staff and children are engaged with the Active 30 initiative and take ownership of their own active journey across the day		Continue to monitor and promote the walk to school initiative. PLT to compile a list of websites that can be used to make lessons active as much as possible.		N/A	
				£1,000	
				Summer Term: All Y4 children can confidently run a short warm up or cool down activity for the rest of their group.	
				Children to be given the chance to complete a short leadership course to develop leadership skills.	
				Walk to school initiative ongoing. Lots of children are walking to school each day. Year 5 and 6 pupils take part in daily Active literacy/numeracy tasks each morning. Staff have noted improved concentration and outcomes in their lessons. Yoga Mike's website and login details shared with staff so resources can be used in lessons. Website list given to staff and families for home learning. Classes are dedicated to making their lessons as active as possible. Notice board has been updated with the	
				Walk to school: Keep records from each half term and liaise with MW.	

			range of sports ASCs available.	
	Pledge to Active 30 for 2020-2021		Pledged for Active 30	Pledge for year 21-22
	Make play times and lunch times as active as they can be through the use of the new playground equipment.		The outdoor provision has been improved with the purchase of new playground equipment for each bubble. Children are accessing the resources to create and lead their own games during break and lunchtimes. Summer term: 6x football pitches and an athletics track have been added to the field. Children are taking responsibility of setting up and leading their own games and tournaments.	Replenish equipment where necessary.
Offer additional swimming provision for children who failed to reach 25 metres last year due to COVID restrictions.	Premium funding used for transport and additional swimming lessons for children who did not reach 25 metres once swimming lessons resume.	£1,500	Update: No lessons ran in 2020-21 due to COVID restrictions	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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:

Staff to identify children who have performed exceptionally well in PE either in terms of effort, commitment or excellence.	To create a sport achievement book to showcase work from lessons.	£20 for new floor book	Children are proud of their work during PE. They are all excited for their next PE lesson and are eager to find out what they will be learning.	Staff to continue to photograph/video P.E lessons as a tool for evidence and assessment. Photographs shared with PLT. Introduce a 'School Sports Star' of the week.
To raise the profile of PE and Sport for all children, staff and any visitors.	A main PESSPA notice board placed in the hall. Notice board will be updated regularly with information about PESSPA in school.		Children have been interacting with our PESSPA notice board. Children have loved seeing their competition results posted on the notice board.	Children to help to regularly update the notice board.
Children become more involved in the planning and running of special sporting events.	Classes to each contribute ideas for planning a full day of physical activity for Sports relief 2021. Sports day 2021: Children to work with PLT to plan a full day of sports in Summer term.	£300	No sports relief activities due to lockdown. National school sports week: Staff used this week to play sports and take part in a number of sporting activities, e.g. design a trainer competition for 2020 Olympics. Y4 children helped PLT to organise and set up sports day activities for the rest of the school.	PLT & Sports crew look for opportunities to help organise and lead sporting events in school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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>All staff to continue to deliver high quality PE lessons. To engage with the School Sports Partnership for the year 20-21 so Staff feel knowledgeable and confident when delivering their own PE lessons.</p>	<p>All members of staff discuss their training needs for the full year. Staff to train and deliver lessons alongside specialist PE coaches to develop their own high quality lessons.</p>	<p>£6,800 for SSP SLA £1735 external coaches / outside specialist agencies</p>	<p>Support received by SSP: Autumn: Tag rugby with Y5/6 (LR) Dance with Y2/4, Y5/6 (CW, JP, OJ, JT) Summer: Multi skills: Y2 (JP) Tennis: Y3 (LH) Athletics: Y3 & Y4 (LH and LR) Children have enjoyed their lessons supported by the SSP and staff have noted they would feel more confident their own lessons in that area of the PE curriculum.</p>	<p>Continue to develop CPD alongside specialist coaches. New teachers or teachers moving year groups to seek support from partnership and PLT.</p>
<p>Staff access online resources created by the School sport partnership in order to support their own lesson planning.</p>	<p>Staff are up to date with current policies and guidance whilst planning their own lessons. Staff know how to access and navigate to resources needed to plan lessons. Ensure quality equipment is available for the teaching of quality PE.</p>		<p>Gymnastics equipment safety check completed Nov 20' Google Drive info shared with staff (Sept 20') Jan 2021: Staff from the SSP issue weekly challenges and run a zoom dance class for all pupils. Reminder emails are sent to all of our staff so they can share these resources in school and with children learning from home.</p>	<p>All teachers to regularly use the SSP Google Drive as a resource for accessing planning/videos. Resources Audit to be carried out in Autumn 21'</p>
	<p>For PLT to attend the PE conference and gain up to date information to pass onto staff.</p>		<p>PLT attended the PE conference (October 20') and outcomes shared with staff in a staff meeting (5th Oct 20') PLT gave brief feedback from SSP meeting Feb</p>	<p>PLT to attend SSP meeting in Autumn term 21'</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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:
Additional achievements:				
For more children to join an after school club both in school and out of school.	Set new pupil questionnaire to see which activities children would like to take part in after school, and have a long term after school club plan in place that runs in line with our competition calendar.	£1,170	School sports notice board has been updated with a list of nearby clubs. We have also updated our social media account and website with a list of suitable clubs and other resources to support families. No after school clubs were offered during lockdown. Summer : All KS2 children were offered an athletics and multi-skills club ran by SSP.	PLT, Staff and SSP to map out potential after school clubs across the year beginning with a gymnastics club Autumn 2021. Update our school website with a link to Durham County Sport so parents can search for local clubs. Seek out local clubs to run a taster session in school so children can trial new sports.
Children develop greater resilience and an improved attitude towards learning through the use of Commando Joe based activities.	All staff responsible for the introduction to the CO-JO missions and the running of the weekly sessions. Children will learn to set up missions and complete the tasks as a group.	£2,250	CO JO lessons are timetabled for all year groups. Staff and children are managing to run the sessions but have noted issues with hall availability and lack of outdoor clothing to run the sessions.	Possible investment of waterproof trousers and wellies for all children.
To offer small groups of children a variety of water based sports.	Children will experience some fun and exciting water based activities such as: Canoeing, kayaking and paddle boarding. Sessions will be held in the Summer term at The Adventure access Activity	£2925	Children unable to attend sessions due to Covid restrictions and bubble closures.	PLT & HT discuss possible new dates for new academic year.

	Centre at Seaham Harbour			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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>For all children to experience competitive sport within lessons.</p>	<p>Children are beginning to think about personal goals, targets and challenges during lessons.</p> <p>They will be competitive against other children in their class and complete a number of time challenges.</p> <p>Children to organise and run their own mini football tournament in Summer Term.</p>		<p>All children have experienced intra competitions at the end of each lesson. They have enjoyed the competitive element of the lessons.</p> <p>Spring 1: SSP have circulated a ‘beat the teacher’ weekly challenge and two personal challenge cards. All children receive these as part of their home learning.</p>	<p>Staff continue to build in competition to their lesson where appropriate.</p> <p>Staff to liaise with PLT and book in competitions for their class. Staff to seek support from PLT if necessary.</p>
<p>For more children to access a range of competitions organised by the School sports partnership.</p>	<p>PLT to liaise with SSP to review competition calendar for 20-21 with COVID restrictions in place.</p> <p>Partnership to run competitions as a ‘roadshow’ in school.</p>		<p>All children (Y1 to Y6) had the opportunity to take part in a ‘tournament’ led by the SSP.</p> <p>Tournaments were held in our school and results were compared against other schools in the partnership.</p> <p>Tournaments entered were: cross country, athletics, multi-skills, basketball, cricket and tennis.</p> <p>The notice board has been updated with our latest competition results. All children received a certificate and winning teams, a medal.</p> <p>Summer 2021: Year 3/4 team 1st place in the Tennis rally competition.</p> <p>Year 3/4 team finished 2nd in the basketball</p>	<p>Continue to develop our competition calendar in line with SSP events.</p> <p>Staff to prepare their own class ready for competition.</p> <p>Develop a tracking system which highlights which children participate in competitive sport.</p>

			<p>bonanza.</p> <p>Year 1/ 2 team finished 2nd in the cricket carnival.</p> <p>Year 5/6 team: placings in individual events for Basketball, tennis and cricket.</p>	
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