

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](#).

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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 January 2021:	Areas for further improvement and baseline evidence of need:
<p>All children have access to appropriate clothing for sport and P.E. lessons.</p> <p>CPD through SSP Stockton January conference.</p> <p>Forest School provided for year 1 children</p> <p>Some students were able to participate in swimming.</p>	<p>Ensure that children access high quality teaching across the P.E. curriculum. Ensuring that staff get CPD on how to teach these lessons outdoors.</p> <p>Reduce obesity and increase levels of physical activity. To ensure that children are moving at least 30 minutes a day through active travel, lessons, break times.</p> <p>Being physically active is linked to mental health and well-being. Therefore, children need to understand that participating in sports can increase their mood.</p> <p>Many children within school have limited opportunities to participate in a range of sports through community clubs. To support local clubs through putting links on your website.</p> <p>Many children do not have the opportunity to go swimming within the community and for most; swimming lessons in school are their first experience. Some children did not go swimming last year, therefore, it is an important life skill to gain.</p>

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 2020.	12%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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?	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: £18,160		
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:
For all children to be able to be physically active in school. To improve the children's mental well-being through finding a love for sport.	Resources for break times to ensure an active play time (1hour and a quarter a week)	£3,000	Resources were provided for every class to be active during play times.	New resources / outdoor container have also been purchased once coronavirus restrictions have been relaxed. Therefore, all year groups can shared equipment.
	Active travel – Provide bikes / scooters / storage facilities for them. Ensure children are provided with Bikeability training.	£1,000	Balance bike training was provided for EYFS and Key Stage 1 pupils.	Older children need their own bikes purchasing
	Home learning – links provided on school website/ Tapestry for local clubs as well as websites for the whole family to be involved.	£0	Links were provided on Tapestry and the website for home learning resources.	

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	Active lunchtimes for targeted bubble/s with Schools Out Sports In.	£7,800	This has been provided got one more one year group at a time providing football through a Schools Out Sports In coach.	Need to use Koboca more to evidence the impact. SSP Stockton are providing a quiz in summer 2 for KS2 children to participate in.
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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:
Being physically active is linked to mental health and well-being – it releases endorphins and can boost the immune system.	Cross-curricular orienteering resources / CPD for staff.	£0	Resources for OAA has been purchased for staff. The children will complete an OAA block of activities in Autumn. PE lead has bene apart of OAA training.	All other staff members need training on orienteering and how to use the resources.
Identify least active children and encourage them to participate in fun sports.	Sports Week in the summer term.	£0	Children have participated in a range of sports e.g. judo, climbing wall, archery etc. This has allowed children’s confidence to grow in a range of different sports.	Staff audit on what they thought of sports week and how to improve for next year.
	Reindeer Run in the autumn term.	£0	All children participated in the reindeer run. All children were active and had fun raising money for charity.	
	CPD on being active within other lessons such as maths / English / Science.	£0	Active maths CPD has been provided for the maths lead.	CPD for all members of staff on being active within other lessons such as maths / English / Science.

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

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:
Ensure that children access high quality teaching across the Physical Education curriculum.	<p>CPD for staff – active learning / Outdoor learning / Outdoor Adventurous Activities.</p> <p>CPD specifically in dance and gymnastics and how to provide this outside</p> <p>Work with SSP Stockton and Schools Out Sports In.</p>	<p>£0</p> <p>£0</p> <p>£6,363</p>	<p>Only PE lead took part.</p> <p>PE lead has worked alongside SSP Stockton this year and attended meetings to improve PE in school. Some children were able to participate in bubble competitions. Home learning resources were also provided. Children have been more active on a lunchtime.</p>	Active learning / OAA CPD needs completing for all members of staff to increase staff confidence.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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>Additional achievements:</p> <p>Many children within school have limited opportunities to participate in a range of sports through community clubs. We will provide children with these opportunities through school. These opportunities improve confidence and self-esteem.</p> <p>Many children do not have the opportunity to go swimming within the community and for most; swimming lessons in school are their first experience. We will provide opportunities for all children in KS2 who achieve the national curriculum requirements to further improve and develop their competence.</p>	<p>After school clubs for one year group a half term with a range of sports. The aim is to also focus on specific groups of children to participate in these activities e.g. girls / SEND.</p> <p>Y1 forest schools provided in the spring term. CPD for staff members.</p> <p>Swimming for KS2 pupils. As well as providing extra swimming lessons for children who missed it last year.</p> <p>Train sports leaders in order to increase participation in school sports through fun activities.</p>	<p>£4,502</p> <p>£0</p>	<p>After school clubs have not happened this year. They were organised for the spring term. Most children have received football activities on a lunchtime.</p> <p>This was provided for Y1 children and staff. As well as, KS2 children during sports week. This increased team building across the year groups.</p> <p>Y6 were provided swimming for 2 sessions over 2 weeks to improve their swimming skills.</p> <p>Y5/6 have been trained as sports leaders. All KS2 teachers have been emailed the sports leaders training. Children are responsible for the playground equipment and leading activities.</p>	<p>Need to focus more on after school clubs each half term. Focus being on girls and SEND children.</p> <p>More year groups need to be provided with swimming opportunities especially since missing swimming blocks due to lock down.</p> <p>Need to focus on increasing sports participation through the whole school and training more children to become leaders.</p>

Key indicator 5: Increased participation in competitive sport

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>Many children within school have limited opportunities to participate in competitive sport through community clubs. We will provide children with these opportunities through school.</p> <p>Children to have access to sports activities at lunchtime.</p>	<p>Curriculum map linked to competitive sports. Therefore, children have the skills they need in order to complete well in the competitions.</p> <p>More competition in school instead of going out of school. This to be provided through SSP Stockton and passed on to the relevant teachers through the PE lead.</p> <p>1st / 2nd / 3rd in classroom competitions. PE lead to provide termly challenge to be completed at break times. The sports leaders can run this and change the leader board in their classroom.</p>	<p>£0</p> <p>£0</p> <p>£0</p>	<p>Curriculum map has been provided for teachers so all children now have a broad and balanced curriculum.</p> <p>Multiple competitions have been emailed to teachers for SSP Stockton competitions. These have been a mixture of student-led but also teacher-led competitions.</p> <p>The competitions have been provided through sports competitions. Children have been provided with lots of personal challenges such as Hoop-starz and archery.</p>	<p>PE lead needs to monitor competitions throughout school more.</p> <p>SSP Stockton are going to provide competitions outside of school but also challenges to complete inside schools so more children have an opportunity to compete in competitions.</p>