

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](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 2020:	Areas for further improvement and baseline evidence of need:
<p>Work with Stockton Schools Sport Partnership & Tees Valley Sport Active Schools.</p> <p>Improve profile of PE across the school and importance in other curriculum areas e.g. active English and maths.</p> <p>Employment of highly skilled specific sport coaches (Lewis Marr) to deliver quality inset for teachers.</p> <p>Improving teacher's confidence to deliver high quality PE lessons.</p> <p>Tracking and assessing of progress over time.</p> <p>Improving resources and equipment.</p> <p>Increased teaching time to two hours per week for all children.</p> <p>School games silver award.</p>	<p>How to sustain quality of teaching in specific areas e.g. dance.</p> <p>Continue to improve profile of PE across the school and importance in other curriculum areas e.g. active English and math.</p> <p>To raise the profile of the school games values across school.</p> <p>To work with Lewis Marr to develop new interim subject leader whilst current leader cannot be based in school as part of Covid 19 risk assessment /is on maternity leave and impact of funding on whole school achievement.</p> <p>To continue to invest in whole school resources.</p> <p>To ensure that all children maintain an active lifestyle throughout different stages of the pandemic (whether taught in school/accessing remote learning).</p> <p>To use PE, sport and physical activity to improve personal development and wellbeing outcomes.</p> <p>To use PE, sport and physical activity to contribute to whole school wellbeing and achievement outcomes.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO *

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?:
N/A	N/A	N/A	N/A	N/A

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.	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
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 due to the pandemic

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: £19,489.00		Date Updated: July 2020	
Key indicator 1: The engagement of all 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:
					%
Intent	Implementation			Impact	37%
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:
To increase children’s level of physical activity during playtime and lunchtime.	To employ two coaches (Simon Carson) to deliver different physical activities during lunchtime on KS1/2 yards. Redesign Physical Activity Passports		£ 7,210.93	Physical Activity passports evidence that the least active pupils now engage in regular physical activity. Improved understanding of the importance of healthy active lifestyles. Children feel empowered to design their own activity programme. Improved confidence and self-esteem through taking part in activity in a safe and comfortable environment. Unable to evidence full impact due to the pandemic. Carry over to the next academic year.	Reduce sports coaches to two lunchtimes and empower Playground Crew to organise activities for three lunchtimes. Ensure targeted children stay motivated to engage in physical activity during lunchtimes.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
Intent	Implementation			Impact	16%

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:
To sustain the criteria for silver and aim higher working towards the School Games Gold Award.	To employ services of L Marr to work alongside ND to support the future development of PE and sport across the school.	£3,118.24	Achieve the School Games Gold Award. (Due to the pandemic this was not achieved).	To continue this work next academic year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	30%
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:
To employ specialist coaches (from Lewis Marr) to work alongside teachers to deliver bespoke high quality CPD.	<p>Ensure coaches deliver high quality lessons so staff feel confident and skills / knowledge improve.</p> <p>-Children to perform for classes/parents at the end of each unit.</p>	£5,846.70	<p>PE lead monitored teachers following coaches sessions and observed all children receiving high quality PE lessons each half term up to February half term. Chrn were engaged and teacher's confidence level increased.</p> <p>Governor Visits monitored CPD</p> <p>N/A – COVID-19 Unable to evidence full impact due to the pandemic. Carry over to the next academic year.</p>	<p>Carry over outstanding 3 x half term projects. Staff will work together (team planning) and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</p> <p>To purchase Set4PE scheme to support teacher's confidence with curriculum planning, delivering lessons and assessment.</p> <p>Continue to work with Lewis Marr to upskill new PE leader on how to maximize use of Sports Premium.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	5%
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>Additional achievements:</p> <p>To purchase resources to support the PE and Sport Curriculum.</p>	<p>To purchase a range of new resources to ensure a wide variety of inclusive sports are taught.</p>	<p>£974.45</p>	<p>A range of new sports being taught (focus on inclusive sports e.g. Boccia and new age kurling).</p> <p>Embed 'Quidditch School'.</p>	<p>We will continue to invest in high quality resources to ensure all children can be active during PE lessons and other curriculum areas. Staff CPD on equipment and resources needed.</p> <p>Train new members of staff to deliver change4life clubs to target the least active children.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	12%
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:
Membership to the Stockton Sports School Partnership & collaborate with Lewis Marr (planned for Summer 2020) for competitive sport	Children to access wide range of competitive sports including A, B and C teams (Gold Award).	£1,188.00	Entered a range of competitive sport and increased levels of engagement for different groups of children (until 23 rd March 2020)	Attended competitions within the Stockton Sports School Partnership Entered B and a C teams. Increased SEND opportunities for pupils. Continue funding.
To provide transport which enables children to travel to a range of sporting events.	To arrange coaches as and when needed.	£ 1,150.68	Chrn attended a range of sporting events. More children are developing their sense of being a part of a team and competing against their peers. Increased sense of teamwork.	Aim to attend a wider range of competitions next year and make links with regional schools working with Lewis Marr for further opportunities at all levels.

Signed off by	
Executive Head Teacher:	Elizabeth Bramley
Date:	July 2020
Subject Leader:	Natasha Doyle
Date:	July 2020

Governor:	C. Goodchild
Date:	July 2020