

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST







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 **31<sup>st</sup> 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:
<ul style="list-style-type: none"> <li>- Wide range of extra-curricular clubs offered</li> <li>- School Games Mark Gold for three years</li> <li>- Positivity of children towards PE demonstrated through pupil voice</li> <li>- Number of festivals/competitions attended</li> <li>- High quality teaching of PE with support from external providers</li> <li>- Introduction and use of AFL books</li> </ul>	<p>Focus One: To ensure children achieve 30 minutes of exercise per day in school along with the chief medical officer's guidelines.</p> <ul style="list-style-type: none"> <li>-Prioritising active time in the classrooms</li> <li>-Variety of activities available for children during breaks</li> </ul> <p>Focus Two: The profile of PESSSPA to be <b>consistently</b> high across school. Including school sports values.</p> <ul style="list-style-type: none"> <li>-Push on the school games values</li> <li>-Children being able to discuss their progress in PE</li> <li>-Staff being able to identify expected level of children using AFL books</li> </ul> <p>Focus Three: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <ul style="list-style-type: none"> <li>-To ensure ALL staff feel confident in their teaching and knowledge of PE</li> <li>-Training for new staff around PE</li> </ul> <p>Focus Four: Broad experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> <li>-Opening children's eyes to the wide range of sport there is available. i.e. Not just football.</li> </ul>

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

Delete as applicable

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.

<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over: £0</b>		<b>Date Updated: September 2020</b>	
What Key indicator(s) are you going to focus on?					Total Carry Over Funding: £
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To provide sports activities for vulnerable children/keyworkers in school.</p> <p>To continue to send activities home for children to remain active during the pandemic.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Children to maintain physical fitness whilst in a difficult time.</p> <p>Physical fitness to support wellbeing.</p> <p>MGFA to support with activities to send out.</p> <p>MGFA to work with vulnerable children remaining in school.</p>		<p>Carry over funding allocated:</p> <p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p>	

Meeting national curriculum requirements for swimming and water safety.	Unable to assess as swimming was due to take place during lockdown periods
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? <b>N.B.</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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/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: £ 19070	Date Updated:	
<b>Key indicator 1:</b> 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: 21%
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>To ensure children achieve 30 minutes of exercise per day in school along with the chief medical officer's guidelines.</p> <p>-Children being more active at playtimes</p> <p>-High quality exercise provided in class.</p>	<p>Sharing of ideas for in-class exercise on the staffroom noticeboard.</p> <p>2 x CPD sessions provided by SSSP for all staff</p> <p>PE Co-ordinator to be given time to view exercise across school</p> <p>More equipment to be bought for use at playtimes and lunchtimes to encourage activity</p> <p>Government guidance allowing – EH to train sports leaders to run activities for children</p>	£4,000	<p>Staff have been regularly updated of current PE practice and been provided with various strategies to help promote and develop physical activity both in school and at home during periods of isolation and lockdown. During isolation and lockdown periods children were given a range of physical activities to try at home and were guided towards further resources/activities they could do with families.</p> <p>Children have had a high quality PE curriculum through the school week.</p> <p>Daily in class 10-15minute physical activity sessions. All children participated and enjoyed the mini sessions – see Pupil Voice.</p> <p>Social distancing at</p>	<p>Daily 10-15 minutes of PE to continue with a greater range of activities offered following Pupil Voice questionnaire.</p> <p>SSSP to provide CPD session which were unable to take place due to Covid-19.</p> <p>Further resources to be purchased to allow for even more participation in a variety of sports and to aid the development of playtime and lunchtime physical activity.</p> <p>Sports Leaders to have an even bigger role within school leading a variety of activities at lunchtimes and playtimes.</p> <p>Specialist coaches in dance and</p>

Created by:



Supported by:



			<p>playtimes/lunchtimes has allowed for greater physical activity at these times.</p> <p>PE leader has developed teacher practice through modelling of lessons, staff meeting CPD.</p> <p>Significant amounts of better quality and varied PE equipment has been purchased to ensure more active play/lunchtimes and to ensure pupils are able to actively participate in PE lesson for more time.</p> <p>PE has progressed to a more detailed scheme of work that flows through school and provides staff a varied support to deliver even more effective PE lessons.</p>	gymnastics to provide high quality PE sessions while also training staff to deliver more effective lessons.
--	--	--	--	---

**Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

10%


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. Raise the profile of the values below. Discuss how they can apply in various areas, not just PE	<p>Sports leaders to be given 'stickers' for children displaying the school sports values.</p> <p>Transport provided to festivals where sport can be celebrated</p> <p>Twitter used to promote events children have attended.</p> <p>MGFA and EH to support with PE</p>	£2,000	<p>Children know about sporting values of teamwork and resilience.</p> <p>Children's confidence and self-esteem has improved through competition.</p> <p>Due to participation in sporting competition children's health and mental well-being has improved.</p> <p>Children in Y4 competed in</p>	<p>To ensure a greater range of sports competitions are attended by a diverse age range of pupils.</p> <p>To further develop the profile and values of sport by focusing on a sporting value each half term.</p> <p>Sports Leaders to use the</p>

Created by:



Supported by:



 <ol style="list-style-type: none"> <li>2. Provide opportunities for children to attend sports festivals and promote via twitter what children are achieving</li> <li>3. Ensure PE teaching is of a high quality and inspires children</li> </ol>	<p>teaching.</p>		<p>'Quad Kids' Y5 girls in a football competition both outside of school. Children from a range of year groups competed in inter schools competitions within school. Sporting success was shared on the schools social media. Due to Covid-19 Sports leaders' did not give out stickers. PE values were promote via Zoom videos and PowerPoints during lockdown and isolation. Children were able to partake in a range of competitions which inspired children to achieve their best and has helped children to appreciate the joy of competition. MGFA &amp; EH provide stimulating lessons for all children and bespoke smaller group sessions to help with pupil mental wellbeing.</p>
---	------------------	--	--



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				42%
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:
Increase staff confidence in teaching of PE	<p>Emily Hook to deliver sessions. Teachers to take part.</p> <p>2 x CPD sessions provided by SSSP for all staff</p> <p>AFL books to be more structured so that staff are aware of where children are expected to be at in their year group.</p>	£7946	<p>EH session for PE involved full participation of staff who feel more confident to deliver quality PE lessons.</p> <p>CPD sessions from SSSP carried over to next year due to Covid-19 restrictions.</p> <p>Leader provided online PE CPD and a range of PE resources to enable children to partake in a range of physical activities both at home and in school.</p> <p>Afl books were used more regularly by all staff and were used to inform future lessons and helped staff make clearer more informed judgements as to pupil attainment.</p>	<p>Due to the success of specialised teachers for certain sports specialist dance and gymnastics teachers will work alongside staff throughout the Autumn term to further increase pupils skills but also staff delivery of lessons.</p> <p>Staff are to continue to use Afl books to monitor pupil strengths and weaknesses and to then use this to inform the attainment of pupils and record this via Complete PE. The aim is to ensure all children reach their full potential and that high achieving pupils can be identified and directed towards further sporting opportunities while also identifying pupils who may be struggling with aspects of PE and to help support them become more successful.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
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. Children to be aware of the wide range of sport/exercise to be available to them.  2. Children to have more input on what they would like to try.	Inspirational videos to be shown in class of unusual sports stars.  Sports week to include a range of sports not usually available to children  Sports equipment purchased to allow children to take part in new sports.	£2,000	Videos and clips were used in class and during lockdown/isolation to inspire children to achieve their best and to also demonstrate techniques, tactics etc in more unusual sports to help children understand the sports they were participating in. Pupils were able to use these to develop their own skills and techniques e.g. Y4 volleyball.  Various sports equipment was purchased to allow more children to be active during PE sessions for longer periods and were able to develop their sporting skill further due to prolonged time using equipment.  Kurling equipment was purchased for an inter schools competition which KS1 won which helped improve self-esteem, confidence and well-being in our SEND children  Due to Covid-19 there was no	Use Complete PE videos to promote good practice and show children how to participate in sports they may not have tried.  To inspire children by showing/studying Olympic athletes.  Ensure PE equipment is used outside of lesson time e.g. after school clubs, Breakfast Club, play/lunchtimes.  Develop the use of 'Personal Challenge' to continue children's improved fitness, mental wellbeing and self-confidence.

		<p>Sports Week. PE was promoted in other ways e.g. inter school Kurling competition visit for a world champion and Olympian bobsleigher Nicola Minichiello. Children were inspired to achieve their best and understand the rewards of hard work and resilience.</p> <p>Personal Challenges for all children were launched by Nicola Minichiello. Children enjoyed the way in which they competed against themselves to improve their person fitness.</p>	
--	--	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
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 to be inspired to participate in competitive sport.	<p>MGFA to organise inter school competitions.</p> <p>AI/Sports leaders to organise intra school competitions.</p> <p>Competitions to be shared via twitter.</p>	£3,000	<p>Due to Covid-19 many competitions were held within school Rugby, Basketball, Cross Country, Kurling. Children enjoyed the competitions and it promoted well-being, self-confidence and a sense of belonging. Children were proud to represent the school and improved community spirit with children achieving success.</p> <p>Year 4 competed in the 'Quad Kids' event at Northfield School while Y5 girls competed at Stockton Town F.C. Children were excited to represent school and felt pride and satisfaction at performing at their best. The competitions helped identify children who excelled in sports and our team winning their cluster competition at Quad Kids helped to promote wellbeing, self-confidence and community spirit.</p> <p>Sporting events were shared on social media to increase awareness</p>	<p>Continue to provide opportunities for children to attend festivals and events through SSSP.</p> <p>To attend MGFA competitions post Covid-19 restrictions.</p> <p>To ensure that a greater range of competitions are entered involving larger number of children and year groups.</p> <p>Use social media to continue to promote healthy lifestyle values and our PE curriculum and sporting successes.</p>



			<p>of our school sporting participation and success.</p> <p>The schools sporting achievements were profiled via social media and within school.</p> <p>Sporting achievement improved well-being and mental health of those competing and others who were proud of the pupil's successes.</p>	
--	--	--	--	--

Signed off by	
Head Teacher:	Amy Blackburn
Date:	October 2020
Subject Leader:	A Irwin
Date:	October 2020
Governor:	V Pinkney
Date:	October 2020