

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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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 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:
Achieving 'Gold' in the School Games Marks 2019/2020	To maintain the Gold award in School Games.
A high percentage of Year 6 pupils achieve the increased national expectations in swimming.	Further involvement of Young leaders on supporting and mentoring their peers on how to improve their best scores/times.
A virtual Sports Day held for pupils – photographers and videographers attended R and Y6 days to capture so parents could watch their first and final sports days.	Continue a high percentage of Year 6 pupils achieving the increased national expectations in swimming.
Virtual sporting challenges sent home via Twitter during (what would have been) our Sports Week, to promote a healthy lifestyle at home during lockdown.	Staff to receive further CPD through observations made on sporting coaches.
A heavy sporting focus for Key worker children during lockdown to aid mental and physical health and promote socialising (badminton, table tennis, climbing apparatus, football etc.)	Take part in virtual competitions provided through the Stokesley cluster to promote health and a sense of competition amongst children within and outside of our school.
Free afterschool sporting provision for Y6 football.	Raise staff awareness of the importance of incorporating PE into their timetable (30 minutes a day e.g. through cross-curricular (maths/orienteering) or brain-breaks.)
A vast amount of sporting afterschool provision for all school children.	Lunchtime Inter House sports competitions organised by sports leaders.
All Children participating in whole school 'Skip 2be fit' day.	
2 hours of PE taught a week and fitness and well-being is implemented through Yoga.	Children undertake bleep test assessment each term.

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

YES/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.

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?:

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.	86%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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 – However, this is because of the impact of COVID-19. In the Summer term 20/21 we intend to use a percentage of our next allocation of Sports premium money to provide additional support for those children that can't swim 25 metres in Year 6 and those that can't in Year 5.

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: £17,839		Date Updated:	
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:
					%
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?:
Extra coaching staff throughout school, ensuring that all children can access a rich physical curriculum beyond what is already taught across the school.		Sports coaches to promote engagement and achievement of all pupils. Ongoing support and CPD for staff on how to deliver effective PE lessons. Continuation of a varied PE curriculum and afterschool clubs.		£8,000	Increased engagement of children during PE lessons.
					Sustainability and suggested next steps:
					New PE assessment trackers. Complete a sporting questionnaire with children.
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	
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 e next steps:

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To ensure PE resources are reviewed, maintained and used effectively across the school to support good teaching & learning.	Money budgeted for general PE resources.	£700	PE storage areas have been audited, organised and replenished as appropriate.	Continue to review and maintain PE resources.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
CPD to all staff in order to support the delivery of PE in school.	All teaching staff to receive at least one hour of a sporting coach teaching their class of which they can observe weekly. Engage with SSCO (LA)	Cost already accounted for (see Key Indicator 1). £2000	Staff voice: Staff feel more confident in their teaching abilities of PE lessons. Achievement of Gold in the School Games Mark.	Staff to receive further CPD training outside school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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>Additional achievements: To provide a broader range of sporting activities for children to engage with beyond those provided within the National Curriculum for PE.</p>	<p>Provide a broader range of sporting activities for children to engage with (Sports Week):</p> <ul style="list-style-type: none"> • Yoga • Wheelchair basketball • Skip2BFit • Bootcamp challenge • Stepping Up • Hockey Coaching • Active Inclusion visit 	<p>£5,000</p>	<p>Weekly Yoga sessions in place for Y6 and Y2 children in lead up to Sats in addition to children on PP from other year groups.</p> <p>Pupils were engaged and really enjoyed Sports Week which provided a wide range of sporting activities for children.</p>	<p>Provide pupil voice as a result of Sports' Week to consider feedback to further broaden the range of sport offered.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
To ensure that all children are able to access interschool competitions.	<p>Ensure a budget has been considered to support cost for transportation for interschool sporting events and swimming.</p> <p>Target particular sporting events that will include children from all year groups and abilities</p> <p>Sports leaders to work with sports coaches (Lynn Dury and Thomas Andrew) to organise lunchtime inter-house competitions for all children to participate in at some point throughout the year.</p>	£2000	<p>School has attended 15 interschool competitions from September-March before Covid impacted on competitions.</p> <p>Children who had been identified as disengaged from PE or unactive, enjoyed and took part in 'Change4Life'.</p> <p>Increased participation in sport.</p> <p>Increased enjoyment in sporting activities.</p> <p>Development of teamwork and leadership skills in the children.</p>	<p>Continue to participate in SSC games and competitions.</p> <p>Aim to increase participation in sporting afterschool clubs.</p> <p>Children plan and organise themselves more and more the activities that will run at lunchtimes.</p>

Signed off by	
Head Teacher:	M.Kelly
Date:	November 2020
Subject Leader:	Jennie Trevis

Date:	November 2020
Governor:	Rob Johnson
Date:	November 2020