

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:
<p>Y6 pupils achieved their Level 1 and Level 2 Bikeability Training and are safe when riding their bike in the local area.</p> <p>Inactive children were given opportunities to be more active.</p> <p>Children felt that their sporting achievements were valued and recognised.</p> <p>Staff are beginning to plan more active lessons outside of PE lessons.</p> <p>Children were proud to represent the school at sporting events, and all wore the St Francis kit with pride. Good sportsmanship was shown by pupils at events.</p> <p>Individualised CPD delivered by Mrs Mullis was reflected on by staff to inform future planning. LTP and MTP created by PE Coordinator to assist staff in continuing to teach high quality PE lessons.</p> <p>PE coordinator created: PE Policy, long term plans, medium term plans for each subject in every year group, a bank of resources for staff to use for their Active 30:30</p> <p>Events were attended until early March 2020, both by whole classes and small groups. Stockton and Tees Valley events were held virtually, and participation was high.</p>	<p>Embed physical activity into the school day through active playgrounds.</p> <p>All children to meet the swimming requirements of the national curriculum.</p> <p>Ensure all pupils are active for a minimum of 30 minutes per day.</p>

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

YES

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: £7040	Date Updated:	
What Key indicator(s) are you going to focus on? 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				Total Carry Over Funding: £7040
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Ensure all pupils are active during playtimes and lunchtimes. Pupils active for a minimum of 30 minutes per day</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Increase resources to support each class being able to access. Replenish whenever needed. Active 30:30. All staff are aware of the importance of active time throughout the day. A range of resources have been put together to allow children to be active for a minimum of 30 minutes a day in the classroom.</p>	<p>Carry over funding allocated:</p> <p>£2040</p>	<p>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?:</p> <p>Higher engagement and concentration from children. Measured through achievement (see also Catch-Up Premium action plan). Assess numbers of pupils that are active during playtimes and lunchtimes.</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> <p>Increase after school activities following school risk assessment restrictions eased.</p> <p>Inactive children encouraged to attend further physical activity clubs/sessions.</p>
<p>Increase gross motor opportunities for pupils in EYFS to achieve age related expectations.</p>	<p>Coaches for pupils – regular sessions.</p> <p>Balance bike purchase, training for pupils.</p> <p>Climbing equipment to support risk taking and balancing.</p>	<p>£4000</p>	<p>Pupils reach age-related expectations in Nursery and Reception for Moving and Handling (specifically gross motor control)</p>	<p>Continued throughout academic year 2020-2021 with support from sport coaches and resources.</p>

<p>Giving inactive children opportunities to be more active</p>	<p>Continuation of a range of opportunities to further develop planning, organisation, training and leadership of. Buy equipment for playground active zones. Inactive children actively selected to attend events throughout the year. Interventions in place for these children.</p>	<p>£1000</p>	<p>Children understanding the importance of being active and having a healthy lifestyle. More children active.</p>	<p>Inactive children encouraged to attend further physical activity clubs/sessions.</p>
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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.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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. This was offered to the children who were in Year 6 the previous year but parents declined the support.

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: £20,080		Date Updated: 01.03.21	
<p>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</p>					Percentage of total allocation: 13%
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?:	
Pupils achieve their Level 1 and Level 2 Bikeability Training and are safe when riding their bike in the local area.	To pay for Bikeability training organised by Network Safety at Stockton Borough Council	£150	More pupils ride their bike or scooter to and from school with fewer injuries. Pupils have increased confidence in road safety.	To continue to pay for each academic year. Pupils to use skills to go forward and achieve their Level 2 in Year 6 and Level 3 in KS3 and go towards their 60 minutes of physical activity	
Embed physical activity into the school day through active playgrounds.	Employ sports coaches to act as Playground Activators to organise and lead activities during lunchtimes.	20 weeks x £60 = £1200	More children active and engaged in positive play. Increased social skills and team work.	Lunchtime supervisors to gain training through observation and participation to develop in future.	
All children to meet the swimming requirements of the National Curriculum	Liaise with swimming instructors regarding assessment and book additional sessions for those children not achieving 25m.	Prices still to be confirmed due to being a summer term activity	All children achieving 25m by Year 6 and therefore development of basic swimming as a life skill. All children to be confident and safe in water.	Monitoring of Y4 results and support in place prior to Y6 additional sessions.	

Giving inactive children opportunities to be more active.	Active 30:30. Every teacher to do at least 1 active lesson per day.		More children doing moderate to vigorous physical activity daily.	Higher engagement and concentration from children
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				19%
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 encourage positive play and increase levels of physical activity	Playground Activators	20 weeks x £60 = £1200	Children are more physically active in all areas of the curriculum.	Continued use of strategies with all pupils
Children to feel that their sporting achievements are valued and recognised.	Sporting achievement collective worship focussing on the values linked to School Games. Reporting success via website, blogs, Facebook	£50 photocopying and printing costs	Increased leadership skills through organising events. Continue to promote the profile of P.E. and sport by helping with displays, match report writing, termly newsletter, blogging and collation of photographs as well as supporting children throughout school with P.E. lessons and sporting events at level 1.	Pupils take increased responsibility with less support needed.
Increase physical activity in all areas of the curriculum.	Improve activity levels in maths and English.	Part of SSP membership £2409.60	Pupils are active throughout a range of lessons and subjects. They find learning fun	Subject coordinators to disseminate to the rest of the staff.

Embed physical activity outside of the school day through active travel to and from school.	Information/posters prepared and sent home to parents electronically regarding the expected levels of physical for children aged 5 – 18. Heat map created of travel and use findings to promote activity before and after school.		Pupils are increasing activity levels and are working towards their 60 minutes of physical activity each day.	Parents/carers take increased responsibility for the activity levels of their child when not at school
During periods of school closure – use of Seesaw to support PE teaching and learning.	At least weekly activities posted and encouragement for pupils to participate and feedback.	£200	Pupils are increasing activity levels and are working towards their 60 minutes of physical activity each day.	Parents/carers take increased responsibility for the activity levels of their child when not at school

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27%
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:
Increased confidence of all staff teaching PE. High quality PE sessions being taught throughout school.	Staff to attend external CPD associated with their year group or Key Stage/ areas of personal development. Sport specialist (Mrs Mullis) to teach children high quality PE sessions. Teachers to observe good practice as well as gain knowledge, support with planning and delivery where needed.	£1500	Quality PE teaching and learning.	Staff are more confident with secure knowledge to deliver high quality PE lessons. Teachers can disseminate training to other staff therefore reducing costs.
New equipment introduced for varied learning.	Purchase PE equipment and replace old equipment.	£1000	Children experience new sports and are exposed to new physical challenges. Children experience a wider range of equipment.	Children accumulate new skills
Staff to collate evidence of PE so that children's progress can be tracked	iPads purchased for videoing/photographing PE lessons	£0	Teaching staff and PE lead will be able to accurately assess children, which will allow for more accurate differentiation in the future	Children are making worthwhile and achievable progress as they progress through the school

Increased confidence in teaching the PE curriculum, especially with weather, space or COVID restraints. Teacher adaptability.	CPD delivered by Partnership	Part of SSP membership (cost above)	Staff are more confident in delivering PE lessons or active time when constrained to the classroom. This means pupils are still getting 2 hours of PE a week.	Staff are more confident with secure knowledge to deliver high quality PE lessons. Children receiving 2 hours of PE a week.
Time for PE coordinator to oversee implementation of PE, school sport and physical activity.	PE coordinator time half termly	£450	All of the above.	Implementation of curriculum intent. Extra-curricular provision. Time for overseeing and reviewing of action plan
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				30%
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:
Introduce children to new sports.	Invite coaches of less accessible sports such as cheerleading, judo etc to work with children during sport week. Hire inflatables for obstacle course. Set up new clubs including archery, fencing, BJJ, girl's rugby, weightlifting to get girls active. Purchase equipment.	£5000	Children have opportunities to join clubs outside of school. To get girls active.	Children are invited to attend new clubs inside and outside of school.

<p>Increase lunchtime activity and offer new activities to children at play time and lunchtime.</p>	<p>Replenish equipment.</p>	<p>£1000</p>	<p>Children access new activities. More children attending after school clubs. Train up table tennis leaders.</p>	<p>Regular lunch time club.</p>
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Key indicator 5: Increased participation in competitive sport				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:
Increase the number of children accessing available sporting opportunities.	<p>School Sports Partnership Package</p> <p>Book children onto additional sporting events where whole classes can attend.</p> <p>Book and pay for transport of whole classes.</p> <p>Mini-bus fuel costs.</p> <p>Virtual events?</p>	<p>See above</p> <p>£1500</p> <p>£500</p> <p>£100</p>	<p>Whole class attendance at events. Whole school attendance when virtual and appropriate. Participation in cluster, Stockton and Tees Valley events. Pupils understand the importance of team work and sportsmanship. Children become more resilient and able to accept challenging situations. Increased physical confidence. Increased participation in out of school activities.</p>	<p>Teachers accessing CPD to disseminate learning to whole school staff.</p> <p>Maintaining physical and sporting opportunities for all year groups</p>

Signed off by	
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Date:	December 2020
Subject Leader:	Chloe Lacy
Date:	December 2020
Governor:	Clay Roundtree
Date:	December 2020