

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

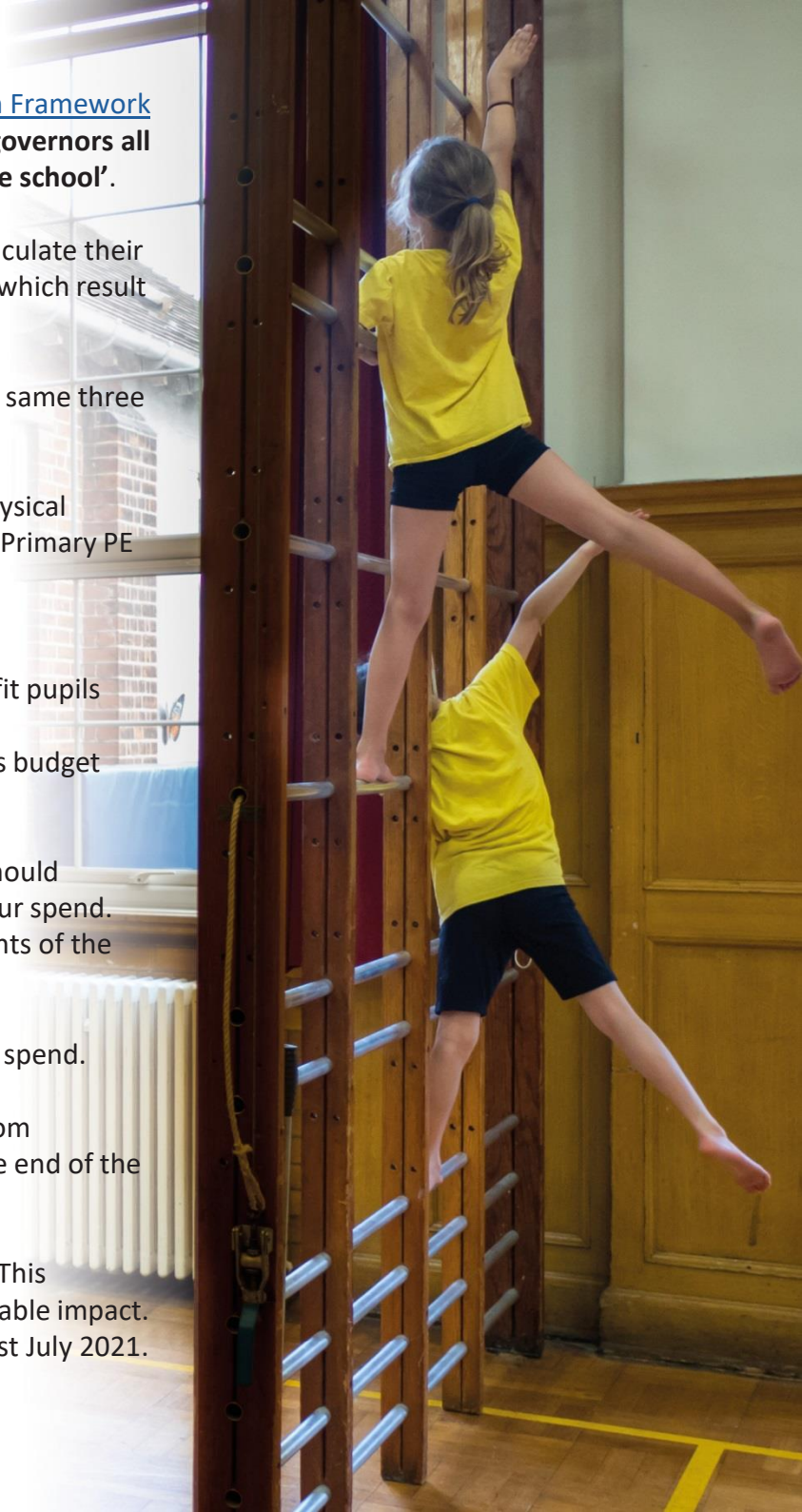
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, 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.

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"> • Providing 2 hours of PE to each child each week • SLA coaches timetables across whole school (COVID CHANGES) • Attending festivals (COVID CHANGES) • Weekly sports after school clubs COVID CHANGES) • Activity trackers • Competition participation (COVID CHANGES) • Personal challenge-year 6 • Purchase of new equipment • Assessment of core tasks 	<ul style="list-style-type: none"> • Increased activity levels in children • OAA training-upskilling staff • Each class to complete 1 unit in PE linked to OAA • Continue CPD for subject lead plus other staff to maintain and develop knowledge and understanding • Personal challenge

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

Total amount carried forward from 2019/2020 £2325.76
+ Total amount for this academic year 2020/2021 £17,560
= Total to be spent by 31st July 2021 £19885.76

<p>Current year 6 cohort assessment taken MARCH 2020- due to Covid-19 Pandemic swimming lessons were cancelled. Swimming lessons completed 2020-2021 for this cohort=1 lesson, due to closure of local swimming pool and swimming teacher isolating (allocated a total of 2 lessons)</p> <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p> <p>Please see note above.</p>	3%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	62%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	7%
<p>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?</p>	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: £17560+£2325.76 (overspend)= £19885.76	Date Updated: 8.7.21		
Total spend-£11,672.98				
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: 33.8 %
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: £5942.43	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Increase activity levels in across all children and year groups 	<ul style="list-style-type: none"> Join the active 30 scheme to improve the delivery of sport even more Moki fitness watches/trackers for UKS2 bubble Monitor and track playtime/lunchtime activity Active blasts/curriculum active challenges (IMOVES) 	<ul style="list-style-type: none"> Moki trackers- £738 Imoves £594 Playtime equipment- £998.83 Lower school playtime equipment £500 Hoopstarz- £316.80 Street games- £300 	<ul style="list-style-type: none"> All children access to 60 minutes of activity per day-playtimes lunchtimes Children completing regular active blasts/go noodle/active curriculum activities, on top of playtimes, lunchtimes and PE lessons-class timetables Pupil voice re Hoopstars and Street Games-89% of children asked are more active during 	<ul style="list-style-type: none"> Continue to monitor and provide active opportunities in classroom. Use pupil voice to provide more playground equipment in order to encourage even higher levels of activity. Lifting of Covid restrictions-year 6 sport

<ul style="list-style-type: none"> • Improve cognitive development for children in KS1 • Improve motor skills in KS1 children • Develop social skills in KS1 children • Improve activity levels in KS1 children 	<ul style="list-style-type: none"> • LOCKDOWN-IMOVES daily active challenge • Purchase playground equipment • Hoopstarz experience day-experience for children (games/activities using hula hoops) to access then be implemented across during playtimes/lunchtimes/at home • Street games-experience for children (playing outdoor games that require no equipment, encouraging playing and increased activity levels) to access then be implemented across during playtimes/lunchtimes/at home • Active 30 pledge 	<ul style="list-style-type: none"> • Softplay £2494.80 	<p>playtimes/lunchtimes since the sessions-using these as part of their free time activities</p> <ul style="list-style-type: none"> • Pupil voice re playground equipment-98% of children asked are more active during free time since using new playground equipment, some noting how particular skills have developed such as throwing, catching and stamina • All children given active opportunities during lockdown-active blasts as well as PE activities focusing on skills 	<p>crew to be timetabled to provide games (using equipment/hoopstarz/s treet games etc)</p> <ul style="list-style-type: none"> • Continue to use pupil voice as a means to provide highest levels of activity. • Lifting of covid restrictions-after school clubs to be reintroduced. • Continue to provide similar opportunities, with a focus on EYFS to enhance skills at a younger age • Potentially provide similar age-appropriate experiences for KS2 children to improve and enhance cognitive/motor and social skills • Increase level of use as necessary?
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3.6 %
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: £639.55	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Introduce Outdoor and Adventurous Activity Units to develop skills and education in OAA across the whole school Purchase new PE equipment to enhance delivery of PE lessons 	<ul style="list-style-type: none"> OAA CPD for staff (twilight-Kate Stephenson, PESSPA/OAA focus, resources and units of work provided) Resources purchased 	<ul style="list-style-type: none"> £350 £289.55 	<p>class completed one Each OAA unit, develop skills and education in OAA across the whole school- staff questionnaire showed staff felt upskilled regarding objectives and delivery, well resourced and more confident</p> <ul style="list-style-type: none"> Purchased new PE equipment to enhance delivery of PE lessons 	<ul style="list-style-type: none"> OAA provision to continue and be timetabled into PE curriculum. Staff confidence when delivering OAA next academic year, using the many resources provided. Further training to be provided as necessary- staff audit to be completed September 2021. Equipment to be used and continue to monitor suitability of equipment, repurchasing when necessary

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4.2 %
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: £749	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Develop knowledge, understanding and skills in Outdoor and Adventurous Activity in order to implement OAA units of work into PE curriculum Develop understanding in Early Essential Movement Patterns Develop knowledge and skills in Swimming Curriculum 	<ul style="list-style-type: none"> 3 hr OAA twilight for teaching staff, resources given and distributed LS to attend virtual course (Understanding and applying early essential movement patters to address movement difficulties in primary age pupils) and distribute resources to staff (SAQ RESOURCES TO BE SENT TO SCHOOL-MEMORY STICK) Attend virtual National Curriculum Schools Swimming Conference 2021 	<p>As in priority 2</p> <ul style="list-style-type: none"> £90 supply cover Course cost £119/Supply cover £180 	<ul style="list-style-type: none"> Each class completed at least one OAA unit this academic year, developing skills and activities in this particular area Children to be identified and intervention groups added to intervention timetables-SEPTEMBER Opportunities to network, discuss and share ideas relating to key topics for aquatic stroke progressions, skill 	<ul style="list-style-type: none"> Staff confidence when delivering OAA next academic year, using the many resources provided. Further training to be provided as necessary-staff audit to be completed September 2021. Whole school PE curriculum plan to be created to address NC coverage and progression of skills across whole school, catering for SEND/MAT children as well as differentiation Understanding and applying early essential movement patters to

<ul style="list-style-type: none"> • Sport Premium co-ordinator time • PE lead to attend county Network meetings to upskill and update. 	<ul style="list-style-type: none"> • Purchase Get Set 4 PE (planning, progression, assessment tool) 	<ul style="list-style-type: none"> • £90 • £270 (x3 = termly = £270) 	<p>development, improving outcomes and creating an environment to deliver high quality, positive and engaging learning.</p> <ul style="list-style-type: none"> • PE lead Increased confidence/knowledge/updates and shared with staff as relevant 	<p>address movement difficulties in primary age pupils- INTERVENTIONS TO BE TIMETABLES AND IMPACT MONITOR</p> <ul style="list-style-type: none"> • ED.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17.3 %
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: £3042	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Provide a range of units of work to enhance pupil wellbeing • Provide a range of transferable activities and skills for children to use and adapt in free time • OAA opportunities in 'real-life' setting 	<ul style="list-style-type: none"> • Get Set 4 PE-planning and resources (Yoga, OAA, golf) • Hoopstarz/street games (as in priority 1) • Derwent Hill-3-day Residential, in November 2021 offered to pupils in year 6 	<ul style="list-style-type: none"> • £660 • Costs - £1452 • Staffing (2x 2 staff 3 days = £930) 	<ul style="list-style-type: none"> • Teacher confidence when planning and delivering PE lessons, particularly surrounding progression and assessment. • Whole school balanced and broad PE curriculum with a clear progression of skills, able to adapt to less able children and progress more able • Residential-not yet completed-November 2021 • Hoopstars-Street games, pupil voice children reported playing the street games at home , teaching others to play it 	<ul style="list-style-type: none"> • Whole school PE curriculum plan to be created to address NC coverage and progression of skills across whole school, catering for SEND/MAT children as well as differentiation • OAA to continue to be implemented across whole school, providing a broad range of skills and opportunities for progression

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7.4 %
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know</p> <p>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>£1300</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>
<ul style="list-style-type: none"> • Inter school competitions • Intra School • Personal Challenge • Forward thinking-attending festivals and intra school competitions 	<ul style="list-style-type: none"> • Participation in Superstars, Sports Day, Moki challenge • County Durham School Sport Virtual Games • Moki Watches • Signed up to PE Passport 	<p>Sports Day resources £300</p> <p>PE passport £1000</p>	<ul style="list-style-type: none"> • Moki watches, class competitions to beat their own score, competition across 5/6 bubble • Pupil voice-children stated the watches encouraged them to be more active and more mindful of their activity level • All KS children access to sports day (100% interschool competition) • All KS2 children access to Superstars (100% personal challenge and inter school) 	<ul style="list-style-type: none"> • Inter school/personal challenge opportunities continue to be implemented across the year. • Opportunities for children to compete in a range of level 2/3 competitions throughout the academic year • Opportunities for children to participate in festivals throughout the academic year