

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>Active 30 established within daily routines. 100% participation within class routines.</p> <p>Playground leaders trained and ready to implement new programme.</p> <p>Breakfast club active sessions and parent/child after school club well established and well attended.</p> <p>Outside coaches in to deliver new age curling, cheerleading, and dance. This has given children the opportunity to develop skills in a variety of sports and increase their confidence, resilience, and self-esteem.</p> <p>Children competing in a wider range of festivals, leagues, and competitions.</p> <p>School won Tony Reather football league.</p> <p>We played in the district finals, five aside and played in the county cup, 1st round.</p>	<p>Develop this through new initiatives, new playground equipment and coaches.</p> <p>Further develop parent activity club session.</p> <p>Celebrate success on social media.</p> <p>Active 30 section developed on website to inform parents.</p>

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: £10,219	Date Updated: Nov 2020	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £10,219
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.	73%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	87%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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?	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: £17,000		Date Updated:25/06/21	
<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:
					%
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:	<p>Actual Funding allocated:</p> <p>Predicted spend</p>	Evidence of impact: what do pupils now know and what can they now do? What has changed?		Sustainability and suggested next steps:
To increase the engagement of all pupils and develop a whole school approach to improving the daily active minutes for all children	1-2hrs PE Curriculum (Rec-Year 6)	£350.00	Timetable reviewed each half term. Changes in provision due to COVID restrictions but all children participating in 2hrs PE each week.		Ensure hall timetable is up to date and outside space is used when possible.
Raising fitness levels of all children. More active playtimes and lunchtime opportunities for all pupils.	Provide Sports Leaders with a variety of equipment to run their own games and activities at lunchtime and breaktime.		Behaviour improved outside and engagement in group tasks and working together evident.		Development and implementation of resources to use outside.
Repledge to be an Active 30 Durham School and establish a whole school approach to raising awareness to the benefits of physical activity and an understanding of positive benefits. Build upon whole school initiatives.	Staff commit to Daily active blasts (e.g. Daily mile, Happy Dance Friday, Go Noodle, Imoves, Supermovers, Joe Wicks- <u>Active 30 HUB</u>)		Daily activities contribute to behaviour and Improved engagement in lessons.		Subscription to imoves or similar to maintain interest levels.
	Create an Active 30 School section on website		Participation and engagement improvement. Raised awareness with parents and improve quality of provision.		Continue next year.

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<p>To reduce sedentary behaviour, promote movement within the school day (as above) though active learning opportunities.</p>	<p>Sign up to remote activities for whole school participation. Healthy competition promoted across school within high quality lessons content e.g. personal best, next step challenges, team work.</p> <p>Intra competition timetabled into school calendar (sports day, end of unit festival/competition/virtual recorded performance)</p> <p>Take part in cluster festivals, SLA coaching, inter school competitions. School games (Dan Coombes)- see festival/competition calendar</p>	<p>As above</p>	<p>Observed during lessons which have been observed in passing.</p> <p>No intra festivals due to covid. Sport day in bubbles with each class which the children enjoyed. Received recognition of personal and group success. Virtual festivals within class bubbles. Participated well.</p>	<p>Timetable in time to observe lessons next year.</p> <p>Whole school sports day to be reorganised and updated.</p>
<p>To increase participation rates in healthy competitive PE and sport. To offer children a broader experience across a range of sports. (see also Key Indicator 5)</p>	<p>Active minutes promoted and reinforced to all staff. Just dance, Joe Wicks and other resources shared</p>	<p>As above</p>	<p>All resources shared with staff during lockdown. Resources, websites and links to use to encourage activity. Purchase imoves.</p>	<p>School games offer FREE-engagement to continue. Promote to parents via website. Share to promote via social media.</p>
<p>Increase engagement of all pupils and develop a whole school approach to improving the daily active minutes for all children. Working towards 30min of activity per day.</p>	<p>Involve children in afterschool club provision. Greater range of sporting clubs offered each term. Pupil voice.</p>	<p>Football coaching £1297.18 £132.00</p>	<p>Football coaching after school with John King. Ready Set Go with Chris Shield.</p>	<p>Parent and child exercise sessions to be planned and booked.</p>
<p>Swimming for KS2 children. Booster sessions for year 6 in summer term (see also key Indicator 2)</p>	<p>All year 5 children go swimming in summer term.</p>	<p>As above</p>	<p>Swimphony Assessment Toolkit used to track chn's progress in swimming.</p>	<p>School results reported on school website.</p>

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 next steps:
PESSPA used to support whole child development focussed on building pupil self-confidence mind set and resilience.	Yoga teacher, judo tasters, Boxercise, Cricket. Coach employed to deliver breakfast/after school activities.		Participation and engagement improvement	Pupil voice and attitude towards healthy competition. Positive mind set evident in pupil voice.
Improved behaviour and independent working skills.	Playground leaders retrained Daily lunchtime activity sessions using playground leaders. Active blasts. Breakfast Club, Go Noodle activity.	Use pupil voice to inform equipment £465.00	Three playgrounds bags purchased to be used and maintained by playground leaders.	
Leadership opportunities for pupils.	Playground leaders (as above)	Ref grant condition 1	Elect year group leaders in charge of each year groups sports equipment.	Training and implementation. Children trained with new equipment and given role of managing and looking after it.
Greater Home-School & community links	Reporting of chn's sporting achievements on school website and Facebook page. Promote new equipment and initiatives in the local media. Active 30 assemblies and events	Ref grant condition 1	To continue	
Swimming for KS2 children. Booster sessions for year 6 in summer term (see also key Indicator 1)	At any restart of swimming-focus sessions on Y5 and Y6 to begin and track pupil progress to inform booster sessions or open provision to lower year groups.	Ref grant condition 1	Swimphony assessment data used to track attainment and strategically plan next year school provision.	School results reported on school website.

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:
Upskill staff in Primary Physical Education subject knowledge.	P.E. Lead to review PE long term planning – Curriculum Map, audit staff confidence and competence and encourage staff to relevant CPD where appropriate.	Curriculum CPD costs. Supply costs £185	Progression of skills document devised in games, gym, dance and athletics. Updated policy.	Staff questionnaire to gauge CPD needs for next academic year.
Raise the knowledge of the subject leader to monitor, lead subject and PESSPA across school.	Bespoke Subject Leader contract support- Kate Stephenson	£300 (10/11/20)	Sports premium document created and amended at the end of the year.	Review CPD needs each year due to staff changes and covid restrictions.
	P.E. Lead to remotely attend Cluster meetings, network meetings.	Networks (part of Education Durham Schools SLA)	Network meetings attended., all after school.	Staff questionnaire to gauge needs. CPD explored and booked.
Assessment of pupils recorded.	Long term plan, progression of skills, Hall timetabled. Timetable of festivals. Completed development plan. Release time to write PESSPA and monitor impact.		Planning monitored, learning walks and release time TBA	To continue next year. Not organised due to covid restrictions.

	<p>P.E. lead to complete learning walks, monitoring of lessons, photo & video evidence. Monitoring schedule. Release time TBA.</p> <p>Staff complete target tracker.</p> <p>Swimphony Assessment Toolkit used to track children's progress in swimming</p>	<p>SL (AC) Supply cover release to attend network meetings and Subject Leader CPD/Support £360</p>	<p>Monitoring showed core tasks not used during planning. Scheme to be purchased to ensure consistency and progression across the school.</p> <p>Swimphony assessment data used to track attainment and strategically plan next year school provision.</p>	<p>To continue next year as part of ongoing monitoring.</p> <p>School results reported on school website.</p>
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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: Pupils will have the opportunity to engage in different physical activities and sport beyond the curriculum.</p> <p>To build self- esteem and improve life styles To develop self-control and co-ordination</p>	<p>Curriculum map reviewed and staff delivery monitored to ensure core PE areas are delivered within the curriculum time.</p> <p>Active 30 (purchase gym equipment, active playtimes, sports leaders, Daily Mile, iMoves, Wake up Shake Up sessions) After school clubs</p>	<p>£600</p> <p>P.E. equipment (footballs, tennis balls, etc) £693.90 £982.18 Sports day £51.96 £66.62</p>	<p>New Scheme purchased ready for September. To raise the quality of provision across the school. To ensure progression and accessibility for pupils.</p> <p>Raised engagement and improved behaviour/engagement/access</p>	<p>CPD to ensure staff development. (see key indicator 3)</p> <p>Getset4P.E. used to ensure whole school approach to P.E. active blast sessions, active lunch times, active family's activities all in one place for ease of access and ensure continuation through school.</p>

<p>To improve engagement through a wider variety of physical activity opportunities. (see also Key indicator 1)</p> <p>To improve engagement through a wider variety of physical activity opportunities. (see also Key indicator 1)</p> <p>Dukes House Wood Residential Year 5</p>	<p>Opportunities for children to work with a specialist teacher to deliver yoga, dance, athletics skipping OR staff to attend CPD (e.g. pilates/yoga virtual training)</p> <p>Year 5 residential with OSA focus; activities include;teamwork, resilience, problem solving, climbing, zipwire, walking, multi skills, etc</p>	<p>£904</p> <p>£1000</p> <p>Part of school wider enrichment & learning budget (part subsidised)</p>	<p>Laura Brenchley in school with Year 5/6 children each week. Co-ordinated and delivered sports day to each year group bubble. Time to shine cricket taster sessions for each year group. Higher levels of children accessing after school sports providers.</p> <p>Positive attitudes to healthy competition and new adventurous activities.</p>	<p>Raised engagement and improved behaviour/engagement/access</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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 give the children the opportunity to liaise with children from others schools	Leagues – dodgeball, netball, football, running.	£250.00	Not achieved due to covid restrictions. School games, festivals and leagues cancelled. Buy into level 1 Passport with Dan Coombe.	To continue next year as planned. Dan Coombe to advise and facilitate.

Signed off by	
Head Teacher:	A Spence
Date:	July 2021
Subject Leader:	Andrea Hill
Date:	July 2021
Governor:	Mr K Young
Date:	July 2021