

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Commissioned by



Department
for Education

Created by



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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.

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 2020. 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Participation in games on the yard during break and lunch time increased due to coaches on the yard. - Children experienced new and exciting sports through visitors, workshops and after-school clubs. Year 5 experienced a day trip to Broomly Grange. - 48% of pupils attended an event or competition. - 40% of pupils attended an after-school sports club. - CPD for teachers/TAs has helped them develop confidence in running clubs and supporting with swimming. 	<ul style="list-style-type: none"> - Increased participation in sports clubs – currently 40% engagement. - Increased participation in events/competitions – currently 48%. - Children to develop a further understanding of the importance of healthy, active lifestyles. - Teachers to be confident delivering all areas of the curriculum. - Resources/equipment to provide children with good orienteering and outdoor learning. - Active learning to be developed throughout school.

Meeting national curriculum requirements for swimming and water safety.	Due to COVID restrictions, children have not been swimming this academic year.
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 2021.	%
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 over and above the national curriculum requirements. Have you used it in this way?	Yes/No
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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: £17,690		Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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?:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> 1. Structured games available for children to participate in during lunch times. 2. Active lessons throughout the national curriculum. 	<ol style="list-style-type: none"> 1a. REEVO coaches to run games for children over lunchtimes 3x per week. 2a. Purchase of Active Maths and Active Literacy resources to be used in timetabled active learning at least 2 times per week. 	£5000	<ol style="list-style-type: none"> 1a. REEVO coach is running games 5 x per week during lunchtime. Children are participating in a range of sports and have developed new interests and skills. 2a. Active learning was timetabled in for children to learn maths and SPAG outdoors. This promoted health and fitness while learning. 	<ol style="list-style-type: none"> 1a. REEVO to continue to run sports over the next school year. 52 % of pupils engaged in games on the yard. Children played basketball, football, tennis and dodgeball. An extra coach will be used for the UKS2 yard next year to extend this good practice further. 2a. Active learning to be developed further in the coming school year. Children are enjoying learning whilst being active. Older children to lead younger 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 next steps:
<ol style="list-style-type: none"> Active learning to take place in school through SPAG and maths at least 2x per week. Workshops to take place in school 3 times throughout the year and activities to continue on the yard during break/lunch times. Children to participate in more outdoor learning. 	<ol style="list-style-type: none"> Purchase of Active Maths and Active Literacy resources. Bookings of workshops and purchase of equipment. Resources and equipment purchased for outdoor learning and orienteering. 	£5000	<ol style="list-style-type: none"> Active learning was timetabled in for children to learn maths and SPAG outdoors. This promoted health and fitness while learning. COVID restrictions caused workshops to be rebooked and ultimately cancelled. Purchase of sports equipment has allowed for teachers to plan for a range of sports and differentiate appropriately. 	<ol style="list-style-type: none"> Teachers will continue with active learning throughout the curriculum. Workshops to be booked the next academic year (COVID permitting) Teachers to continue to plan a range of games and sports. The equipment has allowed for more clubs i.e. tennis.

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:
1. Teachers to be confident in teaching all areas of the PE curriculum.	1a. CPD and training for staff in Dance. 1b. Resources purchased for games and drills ideas.	£1500	1a. Due to COVID restrictions, this CPD was not appropriate. 1b. New equipment has been purchased for teachers to engage children in warm-ups and to develop skills.	1a. MTP in dance were developed by the subject lead. It has been identified that staff need CPD in gymnastics in the next academic year. All additional money was spent on resources. 1b. Continued good practice in PE.
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:
1. Increased participation in after-school clubs. 2. All children to partake in at least 2 workshops throughout the school year. 3. Development of the playground and resources available for children to partake in games/sports over break and lunch times.	1a. A range of clubs offered to children throughout the school year. 2a. Bookings of workshops and purchase of equipment. 3a. Resources purchased for games/sports. 3b. Training for lunch time supervisors so that they are	£4000	1a. Sports clubs were available for all year group bubbles in the spring term. Children developed interest and skills. 2a. Workshops were booked for some year groups Y4 and Y5 had the Newcastle Falcons deliver lessons over a term each. Y3 and Y4 had cricket sessions with	1a. Clubs to continue in the next academic year. 2a. Children learnt new skills and developed new interests. Workshops to be booked in the next academic year. Be proactive in contacting workshops for taster sessions. 3a. Resources will continue to

	confident in leading games.		<p>Chance to Shine.</p> <p>3a. Children have access to a range of equipment during playtimes. Pupils are playing football, basketball, rounders, tag rugby and tennis during breaktimes.</p> <p>3b. Lunchtime supervisors took part in 'Superhero Lunchtime' training and have access to a range of ideas and activities to set up for children. Pupils have access to a range of games at lunchtime. 47% of children were involved in structured games.</p>	<p>be available in the next academic year.</p> <p>3b. One lunchtime supervisor to be in charge of games/activities daily.</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:
1. Participation in School Sports Partnership events and competitions.	1a. Join SLA Option 3 and sign up for all events. 1b. Transportation bookings.	£2190	1a. We joined option 3 and children entered virtual games to develop skills. Games were set up with other schools but called off due to COVID. 1b. COVID restrictions prevented any transportation being used for events.	1a. Sign up for Option 3 again so children have more opportunities to compete. 1b. Allowance made for the next academic year.

Signed off by	
Head Teacher:	 Mrs Rachel Bell
Date:	27/7/21
Subject Leader:	Victoria Wilkinson
Date:	20.07.20
Governor:	C. Harwood
Date:	29.07.2021