

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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** to the quality of Physical Education, School Sport and Physical they offer. This means that you should use the Primary PE and

- 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](https://www.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.

sustainable improvements
Activity (PESSPA)
sport premium to:



We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Details with regard to funding

Please complete the table below.

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. **All funding must be spent by 31st July 2022.**

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

Swimming Data

Please report on your Swimming Data below.

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](#).

Total amount carried over from 2019/20	£ 3,898
Total amount allocated for 2020/21	£ 16,640
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 16,620
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 16,620

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.

<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 then 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>	60%
<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. Please see note above</p>	60%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above</p>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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

Academic Year: 2021 - 2022		Total fund allocated: 16,620		Date Updated: 18 July 2022	
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?	Sustainability and suggested next steps:	
Offer Daily Mile at the start of the school day.	SL to encourage Sports Leaders to attend and lead. SL to track and monitor attendance. Celebrate children’s achievements using social media and Collective Worship.	£0	Children are working towards achieving the Active 30 goal. SL is actively supporting and promoting children which meets government health recommendations. Children are happy and enjoy the activity which has a positive impact on their health and wellbeing.	Sports Leaders develop their leadership skills and responsibility in helping others. They become role models, teach children values and inspire them to achieve their own targets and dreams. SL monitor the effect of children wellbeing, complete questionnaires, and feedback from children.	
Staff to promote and deliver active lessons during curriculum lessons.	Staff to plan and deliver active curriculum lessons during the school day. Using different strategies/medians such as BBC Super movers, Jump Jonny, Go Noodle, Wake-Up Shake Up or active breaks.		Children become more engaged during lessons. Staff will benefit from gaining extra training as part of a pilot scheme to increase childrens activity.	Embedded into the school day.	

<p><i>The Health Position Paper (2020) states that children who participate in Physical Activities can improve their concentration and learning.</i></p>	<p>Joined a pilot Physical Activity Scheme to promote and deliver activity throughout the school day.</p> <p><i>The CMO has published guidance to say all children are to be physically active for at least 60 minutes (30 minutes in school).</i></p>			
<p>School to actively encourage children to walk or cycling or scooter to school.</p>	<p>SL to track and monitor how children get to and from school.</p> <p>Promote and celebrate through Collective Worship.</p>		<p>Children have a sense of achievement and start the day with a physical activity.</p>	<p>School offering a secure place to store bikes and scooters during the school day.</p> <p>Children become role models for others.</p>
<p>Durham county have promoted a Home Walk Project to be rolled out to Year 3-5 and their families.</p>	<p>Key Stage 2 staff to promote and monitor this initiative during key person.</p> <p>School to promote initiative through newsletter, Collective Worship and videos shown to the children.</p>		<p>Children to spend more time with their families and friends outside in the countryside being active.</p>	<p>Durham County is waiting to receive funding to deliver this to whole school.</p>
<p>Encourage children to be physically active by attending an after-school club.</p>	<p>SL to create and deliver a 10-week programme of after school activities per term. Produce a questionnaire to allow children to have a say in what clubs they would like to attend.</p>	£500	<p>Teachers see an impact in attainment levels. As laid out in the "A plan of action Obesity" - (20 January 2017) which suggests there is evidence about Physical Activity and participating in organised sports and after school activities being linked to improved academic performance.</p>	<p>Children are keen to attend the clubs.</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:
Continue to develop Fundamental Movement Skills for EYFS and beyond.	SL to work with EYFS staff.		Children have a good basic skill level to equip them to participate in PESSPA fully as they progress through school.	Skills are built upon progressively throughout year.
Continue to book Balance Bikes with Summer Hill.	Liaise with Key Stage 1 staff to allocate a time available. SL to book through Summer Hill.	£250	Children develop core strength to enable them to progress through school.	School to investigate the cost of purchasing balance bikes for EYFS.
Develop and implement a pilot physical activity scheme run by Northumbria University. All staff to learn and develop how to integrate physical activity throughout the school day.	Northumbria University, to work closely will all staff delivering high quality CPD sessions.	£300	Staff are confident in delivering active lessons throughout the school day. Staff are engaged and understand the benefits of keeping children active.	Share good practice shared from the scheme to actively integrate physical activity.

Develop Sport Leaders to support the increase of physical activity throughout the school day.	SL to continue to develop sport leaders to lead activities throughout the school day.		Role models are a powerful tool to teach children values and inspire them to achieve their own targets and dreams.	Sport Leaders will be able to develop their own communication, perseverance, and confidence skills whilst passing on these skills to other children. This will inspire future Sports Leaders.
Collective worship and social media to be used as a focus to raise awareness and celebrate sporting achievements across the whole school.	SL and staff are to recognise children sporting achievements in and out of school. Certificates to be issued during Collective Worship. SLT to promote on social media.		Children have a sense of achievement. Showcasing their sports out of school will encourage others to be active and raise the status of PE!	SL to monitor childrens achievement. Children have developed a love of PE and feel confidence to continue to participate with health and sport related activities in their future.
Continue to signpost children and parents to out of school activities.	SL is to ensure newsletters and flyers advertise out of school activities to parents to keep them up to date.		Children sign up to out of school activities. Children openly discuss what they are doing in key person.	SL to monitor out of school activities using tracking sheet.
Increase the percentage of children meeting the national curriculum requirements for swimming and water safety.	SL/SLT/Swimming teacher to track and monitor progress especially those who do not meet the national requirement.	£500	Swimphony to show an increase in the percentage of children meeting the national requirement. Swimming certificates handed out and celebrated in Collective Worship.	SL/SLT/Swimming teacher to continually update and revise the priority swimmers.

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:
Maintain the quality of teaching and learning in PESSPA through effective planning, training, and team teaching.	<p>SL to liaise with SLT to ensure allocated time off timetable to conduct regular audit of PE, team teaching with other staff members and observation and learning walks.</p> <p>SL work with staff to focus on the key areas they need support in.</p> <p>SLT to give time to allow staff to attend CPD.</p> <p>SL to attending termly network meetings.</p>	£3000	<p>SL will have time to be able to develop PE with staff and SLT.</p> <p>Staff have increased confidence in their delivery.</p> <p>Staff have attended CPD and are confident to deliver high quality PE.</p> <p>Continue to raise the profile of the school and sharing of best practice.</p> <p>Children have gained knowledge and improved experiences from</p>	<p>SL/SLT have a shared vision and strategy which continues to move the school forward towards our desired outcomes. Other key stakeholders understand and support the developments and change.</p> <p>Pass on knowledge to other members of staff.</p> <p>Quality of PE provisions has been improved.</p>

			<p>confident and knowledgeable staff.</p> <p>Children continue to participate in a wide range of activities and competitions which has led to all children being physically active.</p>	
Formative Assessment using Core Tasks and Progression of Skills.	SL to ensure all staff have full access to core task assessments and assessment grids. These are held centrally in the shared drive for all staff.		All staff are reporting in the same format, which aids the effectively tracking of childrens progress.	Review termly
Reform assessment in line with other Foundation Subjects.	<p>DH to use progression document to create new assessment document.</p> <p>School to implement and use the new format.</p> <p>SL to input data from new format onto SIMs.</p>		<p>School will have a standardised system in place.</p> <p>All staff are using the same documents for all Foundation Subjects.</p> <p>A clear tracking system is in place.</p>	Review the assessment sheet and feedback to DH.
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	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:

and to consolidate through practice:				
Create and implement an Outdoor Education Package with Exploring Etc.	SL/SLT and Outdoor Education Provider to work together to create a realistic and progressive plan that allows the effective delivery of the outdoor education curriculum plan.	£11,000	Being outdoors gives children the freedom to experience and experiment through trial and error. Children developed curiosity, communication, resilience and teamwork.	Hold regular termly meetings with provider to check progress. <i>PSHE (2014): Susan Waite “The link between pupil health and wellbeing attainment” indicates that there is evidence which demonstrates a wide range of learning outside, whether on school grounds or natural environments, are highly effective.</i>

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:

Hold a School Games Day in the Summer Term.	SL to work with staff and Sports Leaders to produce a programme of physical activities which will allow all children to participate and have fun.	£50	Children celebrate achievements with their loved ones and their peers.	
Promote and celebrate National School Sports Week in June 2023.	SL to work with Sports Leaders to organise events for the National School Sports Week.		Children have had the opportunity to participated in extra PESSPA during the week.	
Competition should be embedded were possible within a PE lesson.	Teachers to ensure that when planning a PE lesson that they look for opportunities to incorporate competition. It could be just beating their last score! Focus should be on childrens quality of knowledge application rather than solely the outcome.		Every child feels a sense of achievement. Celebrate their success.	Important for developing fair-play behaviours and sporting etiquette. Children developing and applying key life skills through their participation in PE and sport including trust, respect, teamwork, and communication.
Exploring Etc to deliver a competition over one half term period to enable all children to participate in competitive sport.	SLT/Exploring Etc to plan and deliver the competition which will include multiple competitive sporting events/activities.	£500	All children have been given the opportunity to compete and win points for their house groups.	To plan this an annual event.

Signed off by

Head Teacher:	Mrs S Gibbins
Date:	20 July 2022
Subject Leader:	Mrs L O'Reilly
Date:	20 July 2022
Governor:	
Date:	