

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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](http://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 **31<sup>st</sup> 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 2021:	Areas for further improvement and baseline evidence of need:
<p>Installed the I-Sports Wall.            CPD with staff on using I-Sports Wall.            PS and GB written new P.E Scheme for Year 1-6            PS and GB undergone training (CPD) to develop PE and understand the finance.            CPD with staff on new scheme and how to deliver a quality PE lesson.            CPD with staff on how to use STEPS training to differentiate effectively in lesson.            Orienteering training delivered to staff on 9<sup>th</sup> June 2021 by external company on how to use the new mapping system. (Resources included).            Year 5 children attended swimming classes with the aim of achieving 25 meters as COVID prevented lessons in the previous year.            Some classes attended festivals during the Summer Term as part of SSP.</p>	<ul style="list-style-type: none"> <li>• CPD for dance to support staff with their teaching.</li> <li>• STEP differentiation to be include in lessons (PS and GB to monitor)</li> <li>• After school clubs to be re-instated and encourage children to participate.</li> <li>• Take part in more inter/intra school competitions as COVID-19 restrictions lift.</li> <li>• Implement new curriculum and monitor staff's delivery of the new scheme.</li> <li>• Continue to encourage staff to use I-Wall for active learning in other lessons.</li> <li>• More active dinner times (targeting inactive children) through use of a dinner time coach who leads a different year group per day.</li> <li>• PS and GB to audit resources and purchase additional equipment to support the new scheme of work.</li> </ul>

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

YES

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: £6921		Date Updated: 24.3.21	
What Key indicator(s) are you going to focus on? 1 and 2					Total Carry Over Funding: £ 6921 – Spent £5119.
Intent	Implementation		Impact	£1802 left in over spend.	
<p>To increase cross curricular learning and active learning within school.</p> <p>To encourage more daily activity across the whole school</p>	<p>Visited another school and purchased suitable equipment for I-wall installation.</p> <p>Investigated curriculum plan usage for the software.</p> <p>Usage of the product will start after April 2021. Staff training will take place April 21.</p> <p>During Summer term, staff will become more confident with using the software and training the children how to use the wall.</p>	<p>£5000 – including 3-year subscription.</p>	<p>Teachers have reported that Children are more engaged to use the software since the Easter Break.</p> <p>Since introduction of I-Wall timetable the hall has been booked for 100% of the free time available on Friday.</p> <p>Teaching staff are more confident using the I-wall since introduction.</p> <p>Active learning is becoming more prioritized in other areas of the curriculum.</p>	<p>Next Steps: Monitor staff and children's responses after the initial use of the wall.</p> <p>Monitor the effect of the active learning and how it has helped the sticky learning principles to consolidate learning within school.</p> <p>Staff evaluation of the wall and its benefits in learning to be looked at next year.</p> <p>Teachers to monitor children's progress and how the equipment support their learning.</p>	

<p>Children become independent and demonstrating more independent movement skills</p>	<p>Purchased equipment to support fundamental development skills in lower key stage one.</p> <p>Children have been introduced to a new fundamental skills approach.</p> <p>Looked at the skills needed and purchased equipment to support the teaching of the skills.</p> <p>Staff CPD with using the approach and the equipment.</p>	<p>£119</p>	<p>Children's contact time with the equipment has increased due to the extra equipment.</p> <p>Children are more able to progress because of the increased practise time.</p> <p>Children's confidence is progressing after the using the equipment.</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.	All data recorded in Year 4 and catch-up in Year 5.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	87% of children have achieved 25m swimming.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	73% can use a range of strokes.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	81% of children can perform self-safe rescue. Re-capped safety in open water June 2021.
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	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: £19 700		Date Updated: 12.7.21
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: 25%
Intent	Implementation	Funding allocated:	Impact	£5000
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
To involve children in structured lunch time activity	Employ sports coach to cover different years groups at dinner times to lead a structured activity.	£2000	Not achievable due to COVID-19 restrictions. Will look to implement next school year.	
To improve engagement in P.E across the curriculum	Purchased I-Wall and supporting software	5000 (1 year)	Significant Increase children's engagement with lessons because of the wall. 100% of Teachers are more enthusiastic about employing active learning into lessons.	Monitor use of I-wall and ensure that people are adapting their lessons to include it. Software will be put into classrooms and can be used on IWB to practise before using I-Wall.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				54%
Intent	Implementation		Impact	£10697.51
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:	Sustainability and suggested next steps:
To increase sticky learning and children's ability to recall information. To increase less active children's participation in P.E.	Install I-Sports wall to engage children in cross curricular learning. Staff trained to use the I-wall with the children.	562 2816.79 5000 (1 year)	Children have increased participation in lessons which has been observed. Non-PE time has been booked out by other teachers for cross-curricular subject. Teachers are planning the use of the I-Wall into lessons. Children have demonstrated engagement and excitement around the using the I-wall.	Children will able to practise on software in the classrooms so they can replicate this during their active learning. Software can be adapted to cover any subject the teacher requires. Improve teacher's ability to self-programmed to fit around current topics.
Raise expectations of the children by role modelling the importance of wearing the correct uniform.	Staff will be provided with uniforms so the children know when they will be doing P.E. Staff to raise awareness when wearing uniform to an out of school event.	£1500	Not achievable due to COVID-19 restrictions.	Will look to implement next school year.
To overcome barriers for learning in P.E.	Provide each year group with a set of spare P.E kits and trainers so that the children will be able to participate in P.E even if they have forgotten their kit. Gather plimsols as spares for children to use.	£200	Not achievable due to COVID-19 restrictions.	Will look to implement next school year.

<p>Children to have increased participation in P.E lessons and access to equipment.</p>	<p>A wide range of equipment has been bought so the children don't have to share in lessons.</p>	<p><b>£2318.72</b></p>	<p>Children have demonstrated increased physical movement and participation. Staff are more confident in teaching as they have more equipment.</p>	<p>Revisit the new equipment and maintain adequate stock levels. To focus on new curriculum to assess if more equipment needs to be supplied to ensure staff can access the lessons and children are not waiting around for shared equipment.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
Intent	Implementation		Impact	£2460
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:
Staff training in STEPS differentiation.	Staff meeting in Summer term, model use the STEPS within a P.E lesson and how staff can use to differentiate appropriately. Delivered by Liz Greenwell.	£100	Staff have commented on how differentiation is allowing more children to progress at their own level. Especially through use of different equipment for the same task.	Monitor differentiation and use of the STEP framework through observations and feedback.
Staff to be more confident at delivering racket skills to children.	To complete online training course for teaching racket skills. Resources are now available for support during the new teaching. £250 free training.	Free	Teachers, who have completed the training, reported that they are more confident to teach racket skills and deliver quality lessons. Children shown increased enthusiasm for racket activity. Children are started to demonstrate progression and increased co-ordination.	Share resources with staff and book in the free Tennis coach to support teachers and show quality first teaching. Tennis coach to come and deliver CPD regarding the use of racket skills in both KS1 and KS2.
Staff to be confident using the I-Wall.	Staff training using the I-Wall on 21st April 2021. Staff shown the different programs on I-Wall and how to turn on, off and calibrate.	Free	Staff can now access the I-Wall and have become more confident with using the software and use it for a range of activities across the curriculum.	To monitor use of I-wall and how staff can differentiate learning to accommodate all children.

<p>Staff to teach Orienteering confidently as part of the new curriculum next year.</p>	<p>To complete Orienteering training 9<sup>th</sup> June 2021. Purchase orienteering resources including a range of maps of the school, outdoor signage and a small phonics-based activity.</p>	<p><b>£1300</b></p>	<p>The field is now equipped with the appropriate markers for orienteering. Staff have now practised using the orienteering resources as part of Geography and Fieldwork week (cross curricular) and feel more confident to teach this in PE lessons next year.</p>	<p>Monitor orienteering planning, observe lessons and ask for staff feedback when teaching orienteering as part of the curriculum next year.</p>
<p>To plan a new P.E curriculum which engages staff and pupils in Prior's Mill.</p>	<p>P.E coordinators to meet with Lis Greenwell to support planning of new curriculum.</p>	<p><b>£1000</b></p>	<p>P.E coordinators (GB and PS) have created a Long-Term Plan, Medium Term plan and Short Term plan for Year 1-6 which includes the learning objectives and progression of skills. Lis Greenwell has guided us to create a quality curriculum which includes all areas of P.E and shows clear progression. GB and PS have delivered this to staff. Staff have reported that the curriculum will support more robust planning and delivery.</p>	<p>To monitor planning of the new curriculum, carry out observations, team teach alongside staff to help support the teaching of the new curriculum and ask for feedback after every unit to be able to make any changes.</p>
<p>To ensure that P.E resources are accessible and stored safely for staff to use.</p>	<p>Organised P.E cupboard. Purchased clear containers and sorted through P.E cupboard removing lots of unused and dated equipment. Replaced old equipment with new and stored in containers which are clearly labels.</p>	<p><b>£60</b></p>	<p>Staff have been able to access more equipment during P.E lessons. Staff can see where the equipment belongs and are keeping it tidy. Older children can now also support teaching staff with gathering and organising equipment.</p>	<p>Ensure that P.E store stays tidy and staff keep up the use of containers. Any new equipment should be sorted into correct containers.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
Intent	Implementation		Impact	No Cost
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:
Additional achievements: To provide pupils with the more opportunities to experience a wider area of physical activities.	Implement forest school training for 3 teachers to give a balanced range of experience across the school.	£3000.	Not completed due to Covid19 restrictions.	Staff to visit another school to observe and make enquiries before we purchase training.
To provide after school clubs for children to engage in physical activity/sport.	Organise for Shannon Smith to return to offer children Hip Hop dance club to ks1 and ks2. Run two sessions per week.	£50 per session. £1100 total.	Unable to complete due to COVID-19 restrictions.	As soon as restrictions allow, organise Dance clubs for next academic year.
To provide opportunities for children to experience physical activities that might not otherwise access.	Each year group to be given a budget to experience a physical activity which they might not normally be able to access. E.g. Ice skating, Gruffalo walk, canoeing, Hiking, Air trail.	£7000	Not able to take children on school visits due to Covid-19.	Will look to implement next school year.

<p>To give children an early experience in water to prevent fears and anxiety around water when they attend lessons in Ks2.</p>	<p>Year 1 to have 2 session of splash play per class to ensure the children are confident in water in preparation for swimming lessons in KS2. Provide family passes to the swimming pool for those children who are still lacking confidence.</p>	<p>£100 per session. £800.</p>	<p>Unable to complete due to COVID-19 restrictions.</p>	<p>Looking to book sessions in Splash swimming pool starting Sept 2021.</p>
<p>To allow children to experience using a range of equipment and perform a range of jumps in gymnastics safely.</p>	<p>Purchase two new safer spring boards which the children will be more confident using. Enquire about purchasing crash mat to support climbing frame use.</p>	<p>£580 Spring boards Crash mats x4 £1000</p>	<p>Not yet ordered due to prioritising and purchasing new equipment for our new curriculum which begins with Throwing and Catching.</p>	<p>Will order Gymnastics equipment at the end of Summer Term before the Autumn 2 term.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
Intent	Implementation		Impact	£1000
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:
Children participate in more competitions.	Hire minibus to allow children access a range of competitions	£400	Competitions have not been running this year due to COVID-19.	
Staff CPD, links to sporting events. Provide extra opportunities for KS2 children to participate in a variety of sports competitions at inter school level.	Stockton Schools Partnership SSSP Supported school through pandemic with online resources and ideas to promote physical education at home. Forwarded free training opportunities to school (Tennis). Support with school going for gold SSG award.	£1000	June/July 2021 – children attended events at Northfield (Y6 and Y4) PS and GB attended online training to support with completing Sports Premium report.	Maintain link with Stockton SSP and access opportunities as they open up in the next academic year.
<b>Total Spend 2020/2021</b>			<b>£19 157</b>	
Percentage Allocation Spend 2020/2021			97%	
Underspend 2021/21			£543	
Total Underspend Carried Forward 19/20 & 20/21			£1802 + £543 = £2345	