

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 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 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • STEP differentiation to be include in lessons • After school clubs back up post COVID -19 (Year 3/4 and Year 5/6) • New curriculum fully developed and implemented this year. • I-wall used in cross curricular activities (sticky learning) • More active lunch times with introduction of new equipment. • Audited and ordered new equipment to support development of new curriculum. • Accessed LUSU training to support with children with physical learning difficulties in P.E. 	<ul style="list-style-type: none"> • To monitor teaching of new curriculum and how effective use of STEP is being used within lessons. • To offer adult led activities at dinner time to ensure children are taking part in 30mins of activity per day. •

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 2020/2021 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2022.

Academic Year: September 2021 to March 2022		Total fund carried over: 2788.87	Date Updated: 15.07.22
What Key indicator(s) are you going to focus on? Key indicator 1			Total Carry Over Funding: 2788.87
Intent	Implementation		Impact
			£ left in over spend.
Raise expectations of the children by role modelling the importance of wearing the correct uniform.	Purchased tracksuits for staff to wear when teaching P.E.		Staff now are dressed in uniform for P.E which models the high expectations to the children.
To ensure children have the correct clothing to participate in a P.E lesson.	Purchased new updated P.E kits for the children currently in school. Changed the colours to represent our school colours.	Focused on keeping price of kit low for parents in subsequent years. No logo on the uniform.	Children are distinguishable when completing at events. Children feel more comfortable when participating in lessons.
To remove barriers and allow all children to access the correct clothing to participate in lessons.	Spare kits for each class in school. 5 per classroom.		All children now participate in lessons unless medically exempt.
			561.00
			2227.87
			Part of above payment and completed using this years Sports Premium.

<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.</p>	58 children achieved requirements for swimming.
<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 2020.</p>	87% of children have achieved 25m swimming.
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	65% can use a range of strokes.
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	81% of children can perform self-safe rescue.
<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: 2021/22		Total fund allocated: £ 448.35		Date Updated: 15.07.22	
<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:
					2%
Intent	Implementation		Impact		Sustainability and suggested next steps:
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?	
To increase physical activity and playing in collaboration with other children.	TA are now stationed inside of the MUGA at lunch times to supervise child led play. Equipment has been purchased for the children to use inside of the MUGA.		148.35	More active children when playing at break and lunch time. Less behavioural issues when they are focused on using equipment.	To use sports leaders to engage with the younger children and lead them in games.
To improve engagement in P.E across the curriculum and improve sticky learning.	Use quizzes on the I-wall to create active learning opportunities for children across the school.		0	<p>Ks2 (Y5): I love using the I-wall because I can work with my house team to answer questions and win house points.</p> <p>(Y6): I like playing on the I-wall because if I don't know the answer to the questions, I can try to remember if for next time.</p> <p>Ks1:</p>	Create new and updated quizzes on I-wall which link to the current themes in school. (History/Geography)

<p>To provide children with ideas for active games during break and lunch time.</p>	<p>Children from Year 2 upwards took part in Street games activity. This provided them with a range of physically active games to play during their free time.</p>	<p>300</p>	<p>Children are playing adapted versions of the games in Ks2 playground. Invasion was a favourite game of the children.</p>	<p>Encourage the children to play these games when they are out at break time. Staff on duty could suggest thinking about their street games session and what they did in it when children are not active.</p>
<p>To encourage children to be physically active outside of school.</p>	<p>Using the Beat the Street software, children have been encouraged to help get our school as high up the leader board as possible. Updating children with positive of our school throughout the Spring term.</p>	<p>0</p>	<p>Children are walking more as they need to scan their cards on the different posts. Many children are playing it with their full families.</p>	<p>Find something similar to participate in next year as Beat the Street was only for a set number of days.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				23%
Intent	Implementation		Impact	£4676.60
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:
Create bespoke curriculum for Prior's Mill.	Created and introduced new curriculum to school. Created progression document to map learning throughout each year group.	0	Staff have a clear understanding of the lesson and its objectives. They know what they children should be able to achieve by the end of the year. Y3 teacher: progression is clearer and each lesson has an easily identifiable goal for the children.	Monitoring of teaching using the new curriculum. P.E lead will support staff any CPD if required.
All children to participate in competitive sport during lunch times.	7 side football pitch is now on the field which children are timetabled to use by year group on different days.	£700	Children playing football are playing competitively and fairly. Less behavioural issues when they are timetabled to use pitch.	Sports leaders to run matches between year groups in Summer term?
Equipment to support curriculum learning.	Equipment has been purchased to allow children to have access to 1 item each when required.	2591.35	Children are more active and engaged during P.E lessons as they now don't need to share equipment.	Ensure that equipment is replaced when damaged and returned to the correct place to avoid loss.
P.E co-ordinator support in school.	Lis Greenwell to support P.S throughout the year.	450.00	P.S has a clearer understanding of how the P.E curriculum has developed within school over the past year and the next steps to take it forward in the coming year.	Continuing into the next academic year.

To allocate specific areas for the use of physical activity.	Equipment to mark out an area of the field for the use of physically activity creating a safe gap between children and possible hazards.	383.92	Children are clear which area they should be using for physical activity especially during break and lunch time. Set boundaries to keep the children safe.	Ensure equipment is well looked after and stored correctly for it remain fit for purpose.
To remove barriers and allow all children to access the correct clothing to participate in lessons.	Spare kits for each class in school. 5 per classroom.	389.50	All children now participate in lessons unless medically exempt.	Wash P.E kits in school and prepare them for the next year group to use.
To ensure children have the correct clothing to participate in a P.E lesson.	Purchased new updated P.E kits for the children currently in school. Changed the colours to represent our school colours.	161.83	Children are distinguishable when completing at events. Children feel more comfortable when participating in lessons.	School suppliers now stock the new updates P.E kits which parents can purchase at a reduced cost without badges/logos.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	£0
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:
Inclusivity training with LUSU Sports. P. Stokes and N. Wild attended.	Attended event at Durham University. Learned how to use a range of equipment to include children of all abilities including children with decreased mobility.	0	Feedback to relevant staff and how to adapt the curriculum to meet children with needs in our setting. N.W has a better understanding of which activities are appropriate for a child in her class.	Introduce the training to the rest of the school through a CPD session. LUSU to complete follow up work with selected children and families.
Staff to be more confident in teaching the P.E curriculum.	P.S has supported various staff across the school with the curriculum. Explaining how to adapt games to suit year groups ect.	0	Staff are more confident when teaching across the curriculum.	Monitor and observe teaching standards in lessons.
Staff to be confident using the I-Wall.	Staff to ensure they are using the I-wall frequently to remind themselves how to use the software. P. Stokes has had updated CPD from I-wall technician on how to compete against other school.	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.	Monitor use in school and encourage staff to use it outside of P.E lessons.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 29%
Intent	Implementation		Impact	£5769.45
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:
Access local sporting venues	267 children visited Billingham Golf club to access driving range, chipping net and putting green. Taught technique by club pro.	£1000	In Y5 18 of 23 children in one class expressed interest in going to the club to play golf again.	Continue club links with the club next year.
To provide after school clubs for children to engage in physical activity/sport.	Organised through D.F coaching. We now offer football to year 3/4 and dodgeball to year 5/6. Targeted PP and LAC children to offer first places too as they identify within the less active children in school.	2535.00	Great attendance of school clubs. Children engage well with the staff who run it and it is always fully booked.	Add a club offer for Ks1 children from Sept 2022.
Allow children to experience activities in their local area which are easily accessible to them outside of school time.	133 children visited Billingham Forum to go Ice skating and Clip and Climb.	937.20	53/133 children had never been ice skating before and all children accessed the facilities. Many children have expressed interested about taking their families and returning the use both facilities.	Re-book for next years Sports week.

<p>To create experiences that allow children to experience new areas of physical activity.</p>	<p>268 children accessed sessions which they were taught how to use a skateboard.</p> <p>Children participated in cheer leading during school sports week.</p> <p>Children participated in street dance during sports week.</p>	<p>600</p> <p>150</p> <p>131.25</p>	<p>Children showed a huge increase in confidence towards end of the lesson as many children wouldn't stand on it at the start.</p> <p>Some Ks2 children have told me they have bought their own skateboards since the session.</p> <p>A child in Y2 said: When I went up the ramp I was happy and I had never done it before. I'd love to do it again.</p>	<p>Re-book for next Summer term.</p>
<p>To play a range of games with an element of competition.</p>	<p>During Sports week, children were off timetable and experienced playing a wide range of sports which they have been learning the skills for.</p>	<p>0</p>	<p>Children could competitively play the games during sports week as they had been developing the skills needed to participate. More children than previous years were fully engaged within each activity.</p>	<p>Monitor participating levels next year as new curriculum should support more children using the skills in the games.</p>
<p>Promoting active learning at alternative sites.</p>	<p>Children will be going on a trip which allows them to participate in a wide range of outdoor learning activities.</p>	<p>416.00</p>	<p>Children were working together focusing on communications and team building skills.</p>	<p>Possible to rebook trip next year if applicable.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
Intent	Implementation		Impact	£1928.08
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 bus to allow children access a range of competitions.	£928.08	Children have been able to access competitions which are further than walking distance away from school.	Continue to provide transport and allow children to participate in as many competitions as possible.
Attend as many of the SSP events as possible to all children to work competitively against either peers.	Stockton Schools Partnership SSSP Provides opportunities for events, CPD, skills festivals. Supports P.E lead with co-ordinator meetings twice per year.	£1000	Children have participating in competitions in: girls and boys football, athletics, quad kids, cross country.	Maintain link with Stockton SSP and access opportunities as they open up in the next academic year.
Final amount left over to be carried forward: £6956.52		12,822.48		

Signed off by

Created by:



Supported by:



Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	