

# 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Being an active part of the School Sports Partnership</li> <li>• Increased staff confidence in teaching PE</li> <li>• Earning Silver School Games Mark 2018/19 and 2019/20</li> <li>• Entering more and more local competitions</li> <li>• Introducing a wider range of personal challenges events</li> <li>• Attended 10 inter-school competitions 2018-2019.</li> <li>• Attended 8 inter-school competitions before lockdown (March 2020). Aimed to attend another 8 later in the year.</li> <li>• Entered A, B and C team into cricket festival.</li> <li>• Sports Crew established from year 2 to year 6.</li> <li>• Bronze level leadership award Silver School Games Mark</li> <li>• 3<sup>rd</sup> place overall in year 3/4 SSP Summer Olympics competition</li> <li>• Winner of Year 1/2 and 3/4 New Age Curling Event</li> <li>• Winner of Year 3/4 Cricket event</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for all children to access 30 active minutes outside of PE lessons.</li> <li>• Introduce active play/lunch breaks (purchase equipment)</li> <li>• Continue to increase range of extra-curricular PE clubs on offer to all pupils (use of external coaches)</li> <li>• Provide increased opportunities for all pupils to take part in competitive sport</li> <li>• The engagement of all pupils in regular physical activity- kick-starting healthy active lifestyles.</li> <li>• Use Science and PSHE to reinforce the importance of a healthy and active lifestyle</li> <li>• The profile of PE and sport being raised across the school</li> <li>• Increase the number of children who can swim 25m using a range of strokes</li> </ul>

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**

<b>Academic Year: September 2020 to July 2021</b>	<b>Total fund carried over: £10,400</b>	<b>Date Updated: July 2021</b>		
What Key indicator(s) are you going to focus on? Key indicator 1 and key indicator 2				<b>Total Carry Over Funding: £6685</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <ul style="list-style-type: none"> <li>- Educate children in the value and benefits of a healthy active lifestyle.</li> <li>- Develop a life-long love of sport and exercise</li> <li>- Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</li> <li>- Raise awareness of the best places to take part in sport and physical activity outside of school.</li> <li>- Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</li> <li>- Use PE and sport to develop the whole person including thinking, social and personal skills</li> <li>- Use PE teaching to aid fine and gross motor skill development</li> <li>- Ensure PE and school sport is visible in the school (assemblies, notice boards)</li> <li>- celebrate sporting success</li> </ul>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>- Through PE lessons, sport, science and PSHE ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being.</li> <li>- Build links with local community sports clubs through our SGO.</li> <li>- Hire coaches to come into school to offer 'taster' days.</li> <li>- buy new equipment so that children can have access to high-quality PE where equipment rarely needs to be shared, which will lead to more time being active and practising the skills during lessons.</li> </ul>	<p>Carry over funding allocated:</p> <ul style="list-style-type: none"> <li>£540 – Skipping Days</li> <li>£300 – Street Games</li> <li>£555 – Hoopstarz</li> <li>£145 – basketballs</li> <li>£100 – basketball hoop</li> <li>£120 – dodgeballs</li> <li>£160 – footballs</li> <li>£1275 – goals</li> <li>£120 – nets</li> <li>£115 – boccia set</li> <li>£20 – hockey balls</li> <li>£100 - netballs and bibs</li> <li>£105 – rugby balls</li> <li>£60 – tennis balls</li> </ul>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?:</p> <ul style="list-style-type: none"> <li>- Children are more active at playtimes using skills learned during taster days.</li> <li>- Positive attitudes to health and well-being</li> <li>- Pupil concentration, commitment, self-esteem and behaviour enhanced</li> <li>- PE physical activity and school sport have a high profile and are celebrated across the life of the school</li> <li>- Higher quality PE lessons due to improvement in equipment.</li> </ul>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <ul style="list-style-type: none"> <li>- Continue to hire coaches to offer taster days and extra-curricular clubs</li> <li>- Use equipment at breaktimes to increase activity levels</li> <li>- Use equipment in lessons to ensure all are participating.</li> </ul>

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? <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 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 <b>over and above</b> 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.

<b>Academic Year: 2020/21</b>		<b>Total fund allocated: £18,130 + £6,685 carried over = £24,815</b>		<b>Date Updated:16.7.21</b>	
<b>Key indicator 1: The engagement of all 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</b>					Percentage of total allocation:
					%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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?:	
<ul style="list-style-type: none"> <li>- Educate children in the value and benefits of a healthy active lifestyle.</li> <li>- Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</li> <li>- Raise awareness of the best places to take part in sport and physical activity outside of school.</li> <li>- Provide opportunities for daily physical activity (daily mile)</li> </ul>		<ul style="list-style-type: none"> <li>- Through PE lessons, sport, science and PSHE ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being.</li> <li>- Build links with local community sports clubs through our SGO.</li> <li>- Encourage use of initiatives such as the 'Daily Mile' in ALL year groups at least 4 times a week</li> </ul>		<ul style="list-style-type: none"> <li>- Cost of SSP - £7100</li> <li>- Badges, whistles and lanyards for Sports Crew - £50</li> <li>- External coaches – see above</li> </ul>	
				<ul style="list-style-type: none"> <li>- Positive attitudes to health and well-being</li> <li>- Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors</li> <li>- Positive behaviour and a sense of fair play</li> <li>- Children taking part in daily additional activities such as 'The Daily Mile' regularly</li> <li>- children across the school more active on a daily basis and enjoy being active</li> <li>- Higher quality PE lessons with more children active due to improvement in quality and amount of equipment.</li> </ul>	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					Percentage of total allocation:
					%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	

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:
<ul style="list-style-type: none"> <li>- Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</li> <li>- Use PE and sport to develop the whole person including thinking, social and personal skills</li> <li>- Use PE teaching to aid fine and gross motor skill development</li> <li>- Ensure PE and school sport is visible in the school (assemblies, notice boards)</li> <li>- celebrate sporting success</li> <li>- High quality PE lessons delivered during curriculum time.</li> <li>- School staff better equipped/ more confident to teach PE in school due to support from SSP</li> <li>- Monitoring use of schemes and whole school PE coverage</li> </ul>	<ul style="list-style-type: none"> <li>- As a school we are part of the Easington School Sport Partnership which provides the following opportunities:</li> <li>- Additional competitions outside of the School Games programme, comprehensive CPD programme, support from G. Adey</li> <li>- Continue to develop and use whole school plans and assessment.</li> <li>- Develop a team of sports leaders</li> <li>- Help run and record the events for Sports Day.</li> <li>- Runner of the week certificates</li> <li>- whistles, lanyards and badges for Sports Crew</li> </ul>	<ul style="list-style-type: none"> <li>Certificates for Runner of the Week and stickers for Sports Day - £100</li> <li>Badges, whistles and lanyards for Sports Crew(see above)</li> <li>Cost of SSP (see above)</li> </ul>	<ul style="list-style-type: none"> <li>- Personal development (physical skills, thinking skills, social skills and personal skills).</li> <li>- Attainment and achievement, behaviour and attendance.</li> <li>- PE physical activity and school sport have a high profile and are celebrated across the life of the school</li> <li>- SMSC- Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner.</li> <li>- Continued progression of all pupils during curriculum PE lessons.</li> <li>- Successful sports day held in individual bubbles.</li> </ul>	<ul style="list-style-type: none"> <li>- School staff better equipped/more confident to teach PE in school</li> <li>- Monitoring use of schemes and whole school PE coverage</li> <li>- Staff are provided with a bank of resources/lesson ideas to use in different areas of the curriculum for years to come (Google drive).</li> </ul>

**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:
- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.	-Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. -PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning. -Classes rotated to ensure all teachers benefit from coaches expertise -Subject Leader to attend relevant sport conferences and network meetings to gain relevant information.	Cost of SSP (see above)  Cost of coaches (see above)	- Increased staff knowledge and understanding - All teachers able to more confidently plan, teach and assess National Curriculum PE - More confident and competent staff evidenced through feedback - Enhanced quality of provision - Increased pupil participation in competitive activities and festivals - Increased range of opportunities - The sharing of best practice between staff - A more inclusive curriculum which inspires and engages all pupils - Increased capacity and sustainability - Continued progression of all pupils during curriculum PE lessons. - Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE.	- Review staff confidence and competence in delivering high quality PE and school sport - Staff are provided with a bank of resources/lesson ideas to use in different areas of the curriculum for years to come (Google drive).

**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	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	Sustainability and suggested next steps:

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what they need to learn and to consolidate through practice:			changed?:	
<ul style="list-style-type: none"> <li>- Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events/taster days.</li> <li>- Providing additional links to Community Sports Clubs</li> <li>- Children participate in festivals/tournaments held through SSP School Games competitions</li> <li>- Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership.</li> <li>- Review extra-curricular activities through pupil voice</li> <li>- To keep the noticeboard up-to-date range of clubs currently on offer (changeable throughout the year)</li> <li>- Children to attend the extra-curricular clubs.</li> <li>- School to enter children into sporting festivals/ competitions.</li> </ul>	<p>Cost of SSP (see above)</p> <p>Cost of coaches (see above)</p>	<ul style="list-style-type: none"> <li>- Increased pupil participation</li> <li>- Enhanced quality of delivery of activities</li> <li>- Increased staffing capacity and sustainability</li> <li>- Enhanced, extended, inclusive extra-curricular provision</li> <li>- Improved behaviour and attendance and reduction of low level disruption</li> <li>- Increased pupil awareness of opportunities available in the community</li> <li>- improved physical, technical, tactical and mental understanding of a range of sports</li> <li>- Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership</li> </ul> <p>Evidence includes - Curriculum map, Registers of participation, Extra-curricular data, student surveys</p>	<ul style="list-style-type: none"> <li>- increase opportunities for KS1 children – in and out of school by requesting ks1 extra-curricular clubs from SSP</li> <li>- Staff are provided with a bank of resources/lesson ideas to use in different areas of the curriculum for years to come (Google drive).</li> <li>- increase the amount of extra curricular clubs.</li> </ul>

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:
<p>- Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</p> <p>- Increased participation in School Games competitions.</p> <p>- Provide opportunities for children to learn new skills/sports/activities</p> <p>- Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</p>	<p>- Engage with partnership coordinators to attend competitions run by the School Sport Partnership.</p> <p>- Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals.</p> <p>- Hire coaches to deliver 'taster' days</p> <p>- To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school</p>	<p>Cost of SSP (see above)</p> <p>Cost of coaches (see above)</p>	<p>- Sports day set up and enjoyed by pupils.</p> <p>- Silver school games mark achieved again</p> <p>- children attended inter-school competitions this year (all done within school)</p> <p>- 3<sup>rd</sup> place overall in year 3/4 SSP Summer Olympics competition</p> <p>- Winner of Year 1/2 and 3/4 New Age Curling Event</p> <p>- Winner of Year 3/4 Cricket event</p> <p>Evidence includes -</p> <p>- School Games Mark</p> <p>- Competition/ events calendar</p> <p>- Photos displayed at school</p>	<p>- Restart after school clubs based on upcoming competitions</p> <p>- Continue to attend Partnership meetings</p> <p>- Further widen opportunities for pupils to take part in competitive sporting events</p> <p>- continue to hire coaches for taster days to introduce new sports/skills</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	A Brown
Date:	16.7.21

Governor:	
Date:	