

# 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 **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:
<p>Curriculum revised and activities laid out and planned for to enable teachers to follow planning and develop own skills and knowledge.</p> <p>Swimming available for all KS2 – sustainable in the new year.</p> <p>In house training for rebound ensures adequately resourced and all pupils who might benefit able to access.</p> <p>Pupils attending school from March to July accessed outside activities such as riding bikes. Some children learning to ride a bike for the first time.</p>	<p>School sports partnership was only providing limited opportunities for SEN pupils so the decision was made to not re-join in 2020-2021. Opportunity to be one of 10 schools joining the Horizons Trust local SEN schools to take part in shared sport opportunities – on hold due to Covid-19 Pandemic.</p> <p>The Covid pandemic has reduced opportunities for children to access physical activities, swimming, clubs and sessions within school and the community. Increase in physical activity outdoors to be provided in school such as bike riding, exercise in outdoor areas and in class sessions such as 'Joe Wick's PE'.</p>

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**

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.

<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over:</b> <b>£ 7682.06</b>	<b>Date Updated:</b>
What Key indicator(s) are you going to focus on?			<b>Total Carry Over Funding:</b> <b>£ 7682.06</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> <p>Provide more opportunities for pupils to access outdoor activities and practically demonstrate that physical activity can take many different forms</p> <p>Due to the reduction in physical activity during the pandemic and the need to explore outside opportunities for physical activity the additional funds carried over will ensure that the Forest schools project will be able to be completed within a shorter timescale.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Outdoor grassed area to be developed and resourced. Wheelchair accessible path added. Staff training about the use of the outdoor area. Consultation of what is possible within the outside area and how it can be used and added into the curriculum.</p>	<p>Carry over funding allocated:</p> <p>£7682.06</p>	<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> <p>Use the Forest Schools programme to drive the opportunity for more outdoor learning and learning through doing - Purchase adequate outdoor clothing to allow the pupils to undertake outdoor activity safely and positively</p>
			<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>Staff knowledge and understanding of delivering Forest Schools curriculum.</p> <p>Pupil opportunities to access physical activity in different forms.</p> <p>Pupils to have increased opportunities to access physical activity and outdoor activity inline with the affects of the Covid-19 pandemic.</p>

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 2020.	33% 3/9
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	22% 2/9
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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 Year round swimming or hydro for all KS2 pupils

## 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: £16630</b>		<b>Date Updated:</b>		
<b>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</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?:		
<p>To develop PE provision in the formal and developmental for primary pupils:</p> <ul style="list-style-type: none"> <li>Development of skills and knowledge so that pupils become engaged with physical activity with confidence.</li> <li>Dedicated time each day to allow for physical movement within the classroom e.g. yoga, primary movement, Jo Wicks etc.</li> </ul>		<p>Ensure hall times allocated so that all pupils receive appropriate quantities of PE. Use of St Peters as required.</p> <p>Utilise formal and developmental curriculum resources.</p> <p>Develop staff PE knowledge.</p> <p>Use outside spaces to further develop physical activities.</p> <p>Staff development of sessions which can be carried out safely in class.</p>		<p>£2230 coaches</p> <p>£1000 resources</p> <ul style="list-style-type: none"> <li>Extended, alternative provision – use of local leisure centre and St Peters sports hall</li> <li>Enhanced quality of delivery of activities – working alongside trainers and coaches</li> <li>More confident and competent staff</li> <li>Enhanced, inclusive curriculum provision</li> <li>Enhanced quality of teaching and learning</li> <li>Engaged or re-engaged disaffected pupils</li> <li>Increased pupil concentration and attention and progress in other subject areas</li> <li>Development of fine motor skills and enhanced maturation of the central nervous system. Impact on the educational attainments of children with learning difficulties.</li> </ul>		<p>20%</p> <p>Sustainability and suggested next steps:</p> <p>Use of coaches to develop skills and ideas for teaching staff to take forward.</p> <p>Coaches to provide alternative sporting opportunities eg golf, archery, shooting.</p> <p>In class physical activity session built into curriculum and used by all.</p> <p>All pupils engaged.</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	24%
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>To encourage active play during break and lunchtimes providing targeted support in specialist sessions to involves and encourage the least active children:</p> <p>Dedicated sports co-ordinator to ensure development across the school as a whole.</p> <p>Ensure break and lunchtimes are incorporated into the plan.</p> <p>Improve the teaching of PE through increased knowledge of teaching staff.</p> <p>Ensure good CPD in specialist areas eg rebound therapy to maintain the range of experiences for all pupils.</p>	<p>Purchase appropriate outdoor equipment in order to pursue increased physical activity i.e. bikes, scooters, obstacles course, balance boards etc.</p> <p>Bike maintenance costs.</p> <p>Purchase appropriate indoor equipment in order to pursue increased physical activity ie play nets, adapted bats etc.</p> <p>Encourage development of other physical interests eg cycling, golf, swimming.</p> <ul style="list-style-type: none"> <li>• Providing high quality professional learning for teaching assistants to run sports teams and lunchtime activities</li> <li>• Providing additional resources to facilitate the interests and activities of the pupils</li> <li>• Providing PL on how to teach PE effectively through the employment of coaches.</li> <li>• Ensuring that once subject knowledge is secure, all staff support and implement cross curricular learning</li> <li>• Improving staff professional learning to up skill teachers and teaching assistants (rebound therapy) (CPD)</li> </ul>	<p>£800 bike maintenance and costs</p> <p>£1000</p> <p>£1000</p> <p>£300 aids</p> <p>£800 sensory equipment</p>	<p>Increased resources which allow the pupils to develop their fitness levels during taught sessions and playtimes – scooters, bikes. Increase in skills associated with equipment – development of confidence, balance, stamina – ability to ride throughout play session.</p> <p>All primary pupils to access swimming sessions at Loftus / hydro pool weekly throughout the year.</p> <ul style="list-style-type: none"> <li>• Positive impact on whole school improvement</li> <li>• More confident and competent staff</li> <li>• Engaged or re-engaged disaffected pupils</li> <li>• Increased pupil participation</li> <li>• Increased staffing capacity and sustainability</li> <li>• Improved standards</li> <li>• Positive attitudes to health and well-being</li> <li>• Improved behaviour and reduction of low-level disruption</li> <li>• More confident and competent staff – additional training in rebound therapy provided</li> <li>• Enhanced quality of teaching and learning – including sensory interaction</li> </ul>	<p>PE co-ordinator dedicated to development of PE across the school.</p> <p>Curriculum revised and activities laid out and planned for to enable teachers to follow planning and develop own skills and knowledge.</p> <p>Additional resources provided to add additional interest.</p> <p>In house training for rebound ensures adequately resourced and all pupils who might benefit able to access.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	14%
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>To increase staff knowledge in active sports and disseminate the information to other staff.</p> <ul style="list-style-type: none"> <li>Change in curriculums across the school, resulting in more structured formats, but requiring more detailed knowledge of PE delivery.</li> <li>Extending teacher knowledge through instruction and demonstration (coaching staff).</li> <li>Purchasing additional equipment to support the teaching of PE</li> </ul>	<p>Utilise courses to train staff in all physical activities eg swim safety etc. Train staff in rebound therapy. Whole school CPD</p> <ul style="list-style-type: none"> <li>PL for staff to increase subject knowledge and confidence in PE</li> <li>Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum (to include sensory equipment / apparatus)</li> </ul>	<p>£750 CPD £1500 rebound</p>	<p>Staff knowledge base increased and disseminated to other staff to ensure they are able to deliver to pupils across the primary age range. 12 additional staff rebound therapy trained.</p> <ul style="list-style-type: none"> <li>A more inclusive curriculum which inspires and engages all pupils</li> <li>Skill progression in all areas of PE taught evident in differentiated planning</li> <li>Enhanced, inclusive curriculum provision for pupils with physical needs and a curriculum that challenges for pupils where physical development is a strength</li> <li>Staff across the school can start to make the links across subjects and themes including PE</li> <li>Increased capacity and sustainability – more relevantly trained staff in a variety of activities</li> <li>Quality resources to support each area of the PE curriculum</li> <li>Enhanced quality of teaching and learning</li> <li>Improved standards</li> <li>Positive attitudes to health and</li> </ul>	<p>Curriculum revised and activities laid out and planned for to enable teachers to follow planning and develop own skills and knowledge.</p> <p>Support received from external coaches.</p> <p>Additional resources purchased to be accessed within the classroom so available to be used across the curriculum / personalised learning.</p> <p>Continues to be sustainable and available to be developed / delivered in the new year.</p>

			well-being and improved pupil attitudes and engagement in PE	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	33%
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: Provide more opportunities for pupils to access outdoor activities and practically demonstrate that physical activity can take many different forms	Outdoor grassed area to be developed and resourced. Wheelchair accessible path added. Staff training about the use of the outdoor area. <ul style="list-style-type: none"> <li>transport and access to indoor leisure facilities and other venues</li> <li>Introducing new sports and initiatives</li> <li>Purchasing specialist equipment and teaching resources to develop a non-traditional activity</li> </ul>	£7682.06 – carry over from 19/20 development of area and path  £1500 Resources and £1000 Training  £3000 swimming	Use the Forest Schools programme to drive the opportunity for more outdoor learning and learning through doing - Purchase adequate outdoor clothing to allow the pupils to undertake outdoor activity safely and positively <ul style="list-style-type: none"> <li>Enhanced quality of teaching and learning – including sensory interaction</li> <li>Pupil concentration, commitment, self-esteem and behaviour enhanced</li> <li>Positive behaviour and a sense of fair play enhanced</li> <li>Good citizenship promoted</li> </ul>	Swimming available for all KS2 – sustainable in the new year. Rebound sustainable.  Sensory areas developed and sustainable.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	9%
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:
Join an alternative to the CSSP to allow regular access to games and competition with other special providers in the local area.  Provide access to transport to enable pupils and staff to access opportunities	Links with Sport England, Stockton and Horizons Trust who are setting up a special school sport programme. <ul style="list-style-type: none"> <li>Games and competition with other special schools</li> </ul> Utilise a minibus as required to allow pupils and staff to easily access PE and School Sport opportunities	£0  £1500 training cost and staffing	<ul style="list-style-type: none"> <li>Additional staff MIDAS trained to able to transport pupils to sporting activities off school site including additional swimming sessions.</li> <li>Increased pupil participation hopefully including – football competition, golf tournament, dance, panathlon</li> <li>Extended provision</li> <li>Improved positive attitudes to health and well-being</li> <li>Increased staff knowledge and understanding</li> <li>Enhanced quality of provision</li> <li>Increased range of opportunities – dance, golf, panathlon, football tournaments</li> </ul>	Membership of sports partnership making links with other specialist provisions and sharing good practise.  Increased participation and opportunities – continue to search out and develop when safe to do so.

Signed off by	
Head Teacher:	B Richardson
Date:	27.11.20
Subject Leader:	C Carmichael
Date:	27.11.20
Governor:	I Bowman
Date:	27.11.20