

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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 2020** at the latest.

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 2020. 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.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Specific clubs to engage children with specific learning needs. • Daily 30 minutes exercise incorporated into the school day. • New and exciting playtime equipment to promote fitness and exercise. • Established Play Leaders working each play time and lunch time. • Silver Games award 	<ul style="list-style-type: none"> • Consolidate Active 30. • Improve knowledge of healthy lifestyles • Parental engagement • Using PE to improve academic outcomes. • More activities for active learning throughout the day.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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?	Yes

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: £18000		Date Updated: 16.10.20 ratified 15.12.20	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation:
					42%
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:	
Improving the physical literacy of children outside of school term and national curriculum time.	<p>During school holidays - sports coach / External providers and school staff lead structured physical activity. Managed like a typical school day, children participate in a variety of sports. Children from Rec-Y6 are encouraged to attend.</p> <p>Mighty Warriors yoga sessions for EY / KS1 weekly</p>	£3750	<p>Numbers of children attending prove that this provision is very popular with both students and their parents. Parents are very thankful of these days, citing that their children really look forward to these days to break up their summer holiday. They ask for further dates to be added and give their children a chance to talk and mix with their friends without a computer screen and a headset.</p> <p>Weekly sessions promote / increase pupil mental health as well as physical well-being.</p>	<p>Holiday clubs will continue throughout the Summer holidays. Sports coach and another member of staff to lead. In the event of covid restrictions, smaller Bubbles will be managed.</p> <p>Parental engagement with Mighty Warrior Sessions to be considered. Online sessions where necessary to continue the programme in the event of school closures to promote / increase pupil mental health as well as physical well-being.</p>	
Encouraging every child in KS1 and KS2 to be active for a minimum of 30 minutes through the Daily Mile initiative and other activities.	Teachers lead their children around the school field or playground, depending on conditions. Teachers walked and ran with their class to encourage them to push themselves further, whether that be distance they travel or speed.	£0	Teachers have reported that it gives the children a chance to discuss ideas on their way around. Children enjoy the impact that it has, a chance for them to independently improve their cross country times and gives them a chance to improve their step counts on Fitbit and similar devices, which is a personal	Continued support and strategies to implement Active 30 to all staff. New guidance to be adhered to in relation to Covid-19.	

Increased and varied extracurricular school sport, provided by specialist sports coach / external providers.	<p>Implement a variety of after school activities. Clubs change focus on a termly basis to ensure that all children can have an interest in extracurricular activity at some point during the year.</p> <p>Morning activities, once children have finished in Breakfast club there are physical activities in both halls for them to participate with.</p> <p>Sports at lunchtime, predominantly football. On rain-affected break times activities run in the sports hall.</p>	£3800	<p>challenge encouraged by school staff.</p> <p>Increased participation levels in after school clubs from this time last year. Great response in numbers of children attending the varied after school clubs.</p> <p>Children attending breakfast club are prompt starting their school day. Schoolteachers noticing these children attain better than their classmates, particularly in the first hour of the day.</p> <p>Students have structured lunchtime provision. During rain-affected lunchtimes, 45-minute physical activity for that day's designated year group ensures there is activity for them when they are not allowed outside.</p>	<p>Create competitions between classes as to see who can be the most active. Pupil Survey carried out to ensure after school clubs are what children want.</p> <p>Use active learning videos to encourage children to come to breakfast club to take part in some wakeup, shake-up activities.</p> <p>New sport equipment to be used to ensure a variety of skills are being taught and practised.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	8.5%

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:
To inspire children to achieve playing as part of a team, following the Youth Sport Trust framework of good sportsmen and sportswomen.	<p>Handing out certificates and rewards in assembly on a weekly basis, promoting their achievements through website and social media feeds.</p> <p>Encouraging children to bring in medals and trophies that they have won outside of school in, to celebrate their achievements in class and then in a whole school assembly. Also</p>	£300	<p>Increased engagement between parents and teachers about sporting achievement outside of school. Children are now bringing their trophies and medals to celebrate with the rest of the school.</p> <p>Children are now travelling out of the immediate area of school to play</p>	<p>Link to a Physical Wellbeing with focus on emotional and mental health.</p> <p>Regular Sport updates to be included in the school newsletter and Twitter updates.</p>

<p>Promoting the values of school games through Play Leaders and encouraging our KS1 children to aspire to be in a position to lead sport in years to come.</p>	<p>showcasing their talents on PE and sports noticeboards.</p> <p>During after school clubs, giving children and their parents information and details to access follow-on clubs outside of school. Suggesting sports-specific clubs children should be attending if talent is identified.</p> <p>Through instilling a play leaders work scheme in an extracurricular activity, promoting the values of Youth Sport Trust and also employing the STEP framework in the TOPS cards from Youth Sport Trust to make sure that games are fair and inclusive.</p>	<p>£750</p>	<p>in sports other than football. One child now plays cricket and their parents cited the links that school had made with outside clubs and the dialogue between school and home as a reason they pushed their child to the sport.</p> <p>KS1 children are now participating in structured physical activity, led by upper KS2 children. KS2 children wear a bib and make it known that they are referee of the game, they know when to 'STEP In' and can judge which aspect of the STEP framework to change.</p> <p>It is also having a positive impact on the children, targeted as less active at the beginning of the year. They have grown in confidence, participating in more sport within their own age groups.</p>	<p>Continue to implement regular Play Leader training and upskill lead teachers to extend the program in school</p> <p>Questionnaire to be given out to children regarding their play time experience.</p> <p>Increase resources for Play /sports Leaders to use for groups at break times</p>
<p>Ensure that all children have the correct PE kit for national curriculum and afterschool club purposes. This is part of our poverty proofing initiative.</p>	<p>Children have all been given their own PE kit and plimsolls. These are kept at school at all times and are worn during sport times at school.</p>	<p>£500</p>	<p>Improvement in the speed in which children are getting changed which in turn lengthens the time that children are in PE.</p> <p>Increased level of independence in the children.</p>	<p>New PE kit to be given to children in 2020-2021.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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:
To ensure that all members of staff are skilled enough to teach one hour of national curriculum PE every week.	Members of staff regularly attend meetings with PE coach, within year group teams. PE coach takes them through the curriculum of work that their class will be doing that half term, to ensure that activities taught overlap and reinforce what they are learning in PE.	£780	Teachers and support staff are upskilled through planned internal CPD / external provider support to teach PE, this has been regularly refreshed to them to ensure good practice.	New EYFS Physical Development Training for all staff
Inclusion into mainstream for children in Higher Needs Bases and SEN children, in PE.	PE coach and support staff attended workshops to improve the experience of the subject and extracurricular clubs, for children who have been diagnosed with Autistic Spectrum Disorder in our KS2 Support Base. Support staff join in with afterschool clubs, when children who have a SEND diagnosis are on the register. This is to ensure the emotional welfare of the child is addressed and inclusion for all takes place.	£1000	Teachers have since said, “since sports coaches / external agencies have taken over the role of PE (during PPA), we feel down-skilled in teaching PE. Since the work with the PE coach, we feel suitably prepared to take our classes.”	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				37%
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:
Purchase of a multitude of different playground equipment, to ensure that everybody is easily achieving their 30 minutes of activity at school.	Introduced waves of new equipment, handled by the newly-trained play-leaders.	£700	<p>All of the equipment that is out on the yard is being used.</p> <p>Playtimes have become more active and less children are going to the adults with problems, beginning to respect each other and the equipment.</p> <p>Play leaders are able to take responsibility by creating games with the brand new equipment.</p> <p>More equipment is still to be introduced.</p>	<p>Questionnaire to be given to children to assess the impact of the new equipment.</p> <p>Target children who receive regular time outs with some PE intervention which shows them how to work with others.</p> <p>Use team building sessions with target children. TA to lead after attending training.</p>
Children can swim 25m by the time they reach Y6, even out of the national curriculum time designated by school.	Swimming Top-up: Ensuring every child, right the way through to Y6 has the opportunity to attend swimming lessons after the Y4 cut off to reach their 25m.	£2500 contribution	<p>Some of the children that have been targeted as less active have really benefitted from the extra swimming lessons, one in particular swimming over a kilometre in a 45-minute swimming lesson.</p> <p>Also allows some of our less confident older children to improve their swimming away from the confident capable ones and receive some more specialist</p>	<p>Swimming lessons and new target groups will be set, following guidance in relation to Covid-19.</p>

<p>Mighty Warriors to be provided in KS1 2020-21 (£45 per hr x 2) x 38</p>	<p>Weekly sessions for KS1 children and HNB.</p>	<p>£3420</p>	<p>coaching.</p> <p>Children maintained a high level of focus and concentration throughout the session. Staff attendee each session with their class, also receiving useful CPD which has been implemented into the classroom.</p>	<p>Staff to use the techniques in their classroom to promote a calm, settled environment.</p> <p>Might warriors continuing online or outdoors (Covid-19)</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.5%
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:
To ensure that every child in the school attends at least one competition over the course of the year, when possible.	Entry into the Middlesbrough Schools Sports Partnership, to access as many competitions as we can. Entry into the Lingfield Academy Trust School Sports Partnership, as a pathway for our More Able, Gifted and Talented children. Regularly attend any events, made aware to school staff. School have attended competitions run by Cleveland Police, Simon Carson Sports Schools and Middlesbrough FC Foundation over the course of this academic year.	£100 Transport Costs £150 Transport costs £150	All children have had the chance to attend at least one competition in upper KS2 at least, with many children lower down the school also having the opportunity. Competitive sport has also been a tool for whole school improvement. The behaviour and sportsmanship shown throughout the school has improved, with students knowing they could be picked for a competition at any time.	Find ways to continue this in the event of continued covid-restrictions
Accessing competitions outside of the immediate area of the school.	Children have been given the opportunity to take part in events ran right across the Tees Valley and the surrounding area, travel costs has been large proportion of Sports Premium funding in previous years, but reduced this year due to Covid.	See above	Students have had improved self-confidence and belief. Children learn the skills in lessons and then practice them in competition, once they have attended events then they are likely attend the afterschool clubs of the volunteers and the outside organisations who help run the events.	Investigating cost for Hemlington Hall to hire/lease our own minibus.
Rewarding sportsmanship as well as success in a whole school celebration in an assembly once teams have competed.	Certificates and prizes for children that have displayed the values of school at a competition but also the Youth Sport Trust. Promoting whole	£100		

Giving students the chance to take part in competition in an intra-school environment.	school improvement through competition and succeeding away from the school grounds.			
	Children accessing the same equipment that children would use in interschool activities but within their own setting.	See above		
	Every child is able to play each competition sport in a competitive scenario within the school, in national curriculum time but also extra competitions, watched by the rest of the school.	See above		

Signed off by:	
Head Teacher:	KAREN EDMENSON
Date:	15.12.20
Subject Leader:	DONNA SOLOMON
Date:	15.12.20
Governor:	JENNIFER WILSON
Date:	15.12.20