

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£8,030.42
Total amount allocated for 2020/21	£16,895
How much (if any) do you intend to carry over from this total fund into 2021/22?	£12,525.97
Total amount allocated for 2021/22	£16880
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£29,405.97

Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
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 2020. Please see note above	64%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	64%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%

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/**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: £16,895		Date Updated: July 2021	
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: 39%
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?:
Set up orienteering course which can be adapted to be regularly incorporated into lessons in other areas of the curriculum		Whole staff training delivered by subject lead. KS2 teachers taught lessons to develop children's basic orienteering skills. Staff aware of how a course can be easily set up of Maths, SPAG and foundation subject courses.		£1,812 for orienteering scheme of work and updated maps.	
Provide equipment to ensure physical activity at break times – usual equipment being split due to Covid-19 restrictions.		Playground equipment timetable created to allow children to safely use the climbing equipment, den building, gymnastics equipment and gym equipment. Each class provided with a box of equipment to play with on the yard. Early Years Lead completed online		Additional outdoor gym equipment £3653.58 Sports safe £23	
				KS2 children have developed their understanding of map skills. They recognise the importance of teamwork and communication during orienteering lessons. KS2 children are clear about the school's intentions on how to use orienteering as a tool to deliver other subjects across the curriculum. Pupil voice shows that enjoy active learning and being outdoors. Children really keen to use outdoor equipment when timetabled to do so (timetabled due to restrictions). A wide range of equipment is available enabling a larger portion of children to be more active at playtimes. More active playtimes especially in the Summer term as children could also access the top	
				Sustainability and suggested next steps: Whole staff training planned to be delivered in September on teaching using orienteering across the curriculum. This needs reviewing in September depending on Covid restrictions. The children may be able to play together again.	

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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>Continue to develop intra-house sporting competitions.</p> <p>Improve the children's health and well-being. Provide children with sporting role models.</p>	<p>Due to Covid, children had to remain in their bubbles this year. Children completed class tournaments such as football (during Euros 2021), orienteering, athletics and practice for Sports Day. We had planned to have a Covid safe Sports Day but this was cancelled due to a positive case in school and having staff shortages.</p> <p>Inter- school competitions: We also entered the children in the football World Cup and several sporting festivals. Unfortunately, these were all cancelled due to a rise of Covid cases in the local secondary schools.</p> <p>Sporting leaders encouraged to demonstrate warm ups and cool downs, lay out equipment for the task ahead, bringing equipment out for active playtimes. Lessons delivered on healthy lifestyles through PSHE curriculum.</p>		<p>Children had the opportunity to complete intra-house sporting competitions through Staindrop SLA. They demonstrated the skills they have learned and use them at a competitive level.</p> <p>Children enjoy leading elements of P.E./fitness sessions. Children are articulate about how to make healthy food choices. Children have become noticeably fitter and healthier after lockdown.</p>	<p>Once restrictions are lifted the children are keen to have intra-house competitions. They also look forward to festivals and competitions outside of school.</p> <p>If Covid restrictions allow, next year we would like to train KS2 children to be Sports Leaders. Older children can then set up organised activities for younger children during playtimes. Continue with display in the hall on Healthy Eating to encourage children to make healthy food choices. Stickers are rewards for</p>

				younger children who have ate a healthy meal. School nurse to come into school to educate the children on making healthy food choices. Reinstate SNAG group so these children have the opportunity to discuss school dinners with kitchen staff. Think about having inspirational assemblies and organising visitors into school.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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:
Ensure staff have the necessary training to deliver the curriculum effectively. P.E intent and action plan shared with staff so ensure there is a collaborate approach.	P.E intent discussed and shared with staff. Shared impact report with staff. Staff are on board with using the outdoors more and ensuring that they deliver more active lessons across the curriculum.		It has been difficult to monitor P.E lessons as we decided to focus on 30 minutes fitness sessions after lockdown. As a school, we decided that short bursts of exercise were more important to help build the children's stamina and confidence again.	Review P.E intent with staff and then share this with the children. Look more closely into teachers planning and delivery of P.E next year. Teachers are timetabling outdoor/active lessons across the curriculum as of September.

<p>Secondary school P.E teachers to deliver staff CPD to upskill teachers. Pupils to benefit from specialist teaching.</p>	<p>Children benefited from P.E lessons from a secondary P.E teacher. Children fitness levels have improved. Children were provided with opportunities to play competitively at the end of a unit of work. He is also Head of Year 7, so this helped a lot of Year 6 children with transition. He delivered a range of units of work when he was able to come into primary schools again such as football and athletics.</p>	<p>£2,750 per academic year.</p>	<p>Teachers have been observing his teaching and supporting target groups of children during these lessons. Pupil voice shows that the children thoroughly enjoy having a coach deliver P.E.</p>	<p>The impact of this will be monitored more closely next year. Teachers will be encouraged to take even more of an active role during these sessions.</p>
<p>Miss Racher to be supported this year with leading P.E.</p>	<p>Shared expenditure with Miss Racher and how to evidence the impact of this. Shared reporting documents. Miss Racher gathered pupil voice on 30 fitness sessions. She helped with the organisation of Sports Day. Delivered a health and well being lesson to Year 5/6 children. She helped gather resources for teachers to use for 30 minutes fitness sessions.</p>		<p>Miss Racher ready to lead P.E across the school.</p>	<p>Miss Racher to attend network meetings when they begin again. She will need to take training on setting up Sports Leaders in school as this course was cancelled due to Covid.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 11%
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 awareness and provide experience of new sports and physical activities provided for all children.	Children learnt basic orienteering skills. Taster session with Darren Brown from All Stars Cricket, Durham for all children. Dance and Performing Arts after school clubs introduced.	Teachers delivering active after school clubs. Forest School equipment. New tools, waterproofs for KS2 and a shed to hold Forest School equipment £1,790.87	Children developing their knowledge and understanding of orienteering after having missed so much schooling due to Covid. Children have signed up to a local cricket club. More children being active and attending active after school clubs. During 30 minutes fitness sessions the children enjoyed learning French skipping and a lot of children practised this during playtimes. Teacher trained in Forest School was timetabled to provide experiences for KS1 and LKS2 children.	Continue to expose children to a wider variety of sports across the curriculum and after school. Timetable Forest School trained teacher to deliver more sessions. Ensure UKS2 get an opportunity to experience Forest School.
Every class to attend a sporting experience outside of school e.g. Spennymoor Pink Gymnastics Gym, The Hub at Barnard Castle etc.	No school trips have been organised due to a rise in Covid cases in the Summer term. Children did take part in swimming lessons.		N/A	Look into sporting experiences for 2021/2022.
An academic year of swimming lessons.	Children were able to attend some swimming lessons towards the end of the school year.		Attending swimming lessons made a huge difference to children's mental health, as well as their overall	Year 5/6 to attend swimming lessons in September. Those who have not swam 25 metres

<p>Provide the children with a broader range of sporting opportunities by hosting more after school sports clubs.</p>	<p>Dance and Performing Arts after school clubs introduced.</p> <p>Football club delivered by a specialist coach.</p>	<p>Swimming costs covered by County.</p> <p>£1200</p> <p>After school clubs provided by class teachers.</p>	<p>fitness. The children thoroughly enjoyed getting out of the school setting with their peers and getting back into the pool. The children's confidence grew very quickly and progress was quickly made.</p> <p>Both clubs have been well- attended by a range of children from across the school.</p> <p>Football club is a well-attended club. Many children enjoy football and play it during playtimes. The children were very keen to take part in the Football World Cup.</p>	<p>confidently by Christmas will be identified for additional swimming lessons.</p> <p>Subject lead to look into having a wider range of active after school clubs.</p> <p>Continue with football club as the children enjoy it so much!</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Provide the school football team with a competitive experience. Football league organised through Education Enterprise and held at Staindrop Academy. Funding of transport to allow as many children as possible to attend as many different sports competitions as possible. To provide identified G and T children with opportunities to compete at a more competitive level.	This was booked and organised but unfortunately it was cancelled due to rising cases of Covid. Competitions and festivals that were booked had to be cancelled due to Covid. Competitions and festivals that were booked had to be cancelled due to Covid.	Costs refunded due to cancellations.	The whole school sang and danced outdoors to celebrate how well England performed in the Euros. Teacher organised some football fun afterwards. In- house competitions took place in school and G and T children identified by teachers were challenged. G and T children given opportunities to organise in-house tournaments.	When it is safe to do so, the subject lead will organise competitions and festivals for the children to take part in.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Mrs E. Woods
Date:	27.07.21
Governor:	
Date:	

Created by:



Supported by:



Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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