

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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	£0
Total amount allocated for 2020/21	£18,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18,130
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,130

Swimming Data

Please report on your Swimming Data below.

<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 which you can then transfer to the pool when school swimming restarts.</p> <p>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</p>	
<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 2021.</p> <p>Please see note above</p>	92%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	92%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	92%
<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: 2020/21		Total fund allocated:		Date Updated:	
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:
					73.5%
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?:	
Lunch time Sports Coach to ensure children are physically active during their time outside.	- 1 x sports-trained adult on the yard every day to active opportunities.		£1900	<ul style="list-style-type: none"> - Less behaviour incidents during lunchtime as games managed and organised. - Pupils who struggle play/join in with others are participating and enjoying themselves. - Pupils are more active through choice because they enjoy the activities. - Friendships developing and forming through sport. 	
				<ul style="list-style-type: none"> - Children wanting to continue sports/exercise outside of school – continue to support parents/ children with accessing these clubs. - Look at how we can support preparation for competitions through lunchtime activities. - Continue to develop and improve the ethos of choosing to engage in a healthy lifestyle so that it becomes part of everyday life – linked to aim. 	

<p>Half termly audit and organisation of sports equipment to ensure staff are able to teach. Also allow for new equipment to be purchased for lessons, clubs, playtimes lunchtimes and competitions.</p>	<ul style="list-style-type: none"> - Purchase equipment for EYFS, KS1 and KS2 that is suitable and supports needs. - Purchase specific equipment required for clubs. - Purchase equipment for playtime/lunchtime for each phase of school that supports their sport development and encourages them to engage. - Ensure equipment is organised and easily accessible. 	<p>£999.02</p>	<ul style="list-style-type: none"> - More suitable and more equipment available will mean that staff are able to teach a range of areas. - Staff will also feel more confident in using the equipment as it will be organised and easy to access. - Equipment used more across the curriculum to engage the children in their learning across a wide range of subjects. - Staff able to locate equipment that they need easily and quickly so this does not have an impact of the lesson – time is maximised. - Children eager to attend clubs as there is a range of offer due to the range of equipment. 	<ul style="list-style-type: none"> - PE Lead and Coach to monitor PE cupboard to ensure it is organised and if anything needs replacing – 1x per week. - Teach the children how to use the lunchtime and playtime equipment. - Train up new Sports Leaders to engage children in a range of activities using the equipment. - Children to use equipment to practise and develop skills in preparation for competitions. - Equipment taken to competitions within partnership so children can participate.
<p>Qualified Sports Coach – after school clubs, support in lessons, targeting clubs for inactive children and to develop and strengthen motor skills.</p>	<ul style="list-style-type: none"> - 1x trained, qualified Sports Coach to run clubs for targeted groups and interventions. - Coach to support staff in teaching and delivering lessons. - Coach to identify children who need sport or extra input – run interventions to combat this. 	<p>*£10,400</p>	<ul style="list-style-type: none"> - Children who have been supported are more engaged in PE lessons due to increased confidence and ability. - Children mastering motor skills to support them their learning and wider life. - Staff to more confident in 	<ul style="list-style-type: none"> - Children having a sense of achievement and enjoyment in a range of sports. - Children able to do more across the curriculum due to motor skills being developed, refined and embedded.

<p>All children to be able to take part in PE lessons as they have the right kit to do so.</p>	<ul style="list-style-type: none"> - PE tops purchased as spare kit so that all children can take part in their PE lesson when they do not have their own kit. 	<p>£10</p>	<p>their own ability to teach PE.</p> <ul style="list-style-type: none"> - All children taking part in PE lessons as they have the correct kit. 	<ul style="list-style-type: none"> - Staff to support each other in their development of PE teaching and share successes. - To ensure all phases of school have a number of spare kits so that children are always able to take part is PESSPA.
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 5.3%</p>
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Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Gaining the School Games Mark – GOLD.</p>	<ul style="list-style-type: none"> - Gained through opportunities for the children to take part in competitive sport and engaging with the core principles. 	<p>No cost</p>	<ul style="list-style-type: none"> - Gold Games Mark to be shared with children and wider community as a badge of honour – making children proud of our achievements and wanting to improve and support this through PESSPA. 	<ul style="list-style-type: none"> - Maintain the Gold Games Mark. - Research other quality marks.

<p>Ensure all children are given the opportunities to participate and achieve in a range of activities.</p>	<ul style="list-style-type: none"> - Purchase a range of equipment to support and encourage the development of gross and fine motor skills so that all children can positively participate in PESSPA. - Equipment to support children from EYFS to Y6. 	<p>£968.29</p>	<ul style="list-style-type: none"> - Knocking down barriers to learning for children who have motor skill issues. - Giving children the tools to be resilient. - Giving every child the same opportunity, no matter their ability. - Children more confident in PE lessons, clubs and lunchtimes due to development of fundamental motor skills. 	<ul style="list-style-type: none"> - Children having a sense of achievement and success. - Children more confident in their own ability meaning they will challenge themselves more. - Children to be more resilient and motivated to succeed. - Children to be inspired to lead healthy, active lifestyles. - Better outcomes across a range of subjects.
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 1.6%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Staff to become more knowledgeable and confident in teaching a range of PE lessons.</p>	<ul style="list-style-type: none"> - Teaching Primary PE book purchased and kept in the PE cupboard for staff to use/ photocopy in preparation for lessons. 	<p>£16.99</p>	<ul style="list-style-type: none"> - PE lessons of a high quality that have a structure and purpose – leading to better learning. - More engagement in lessons – leading to more motivated pupils and positive attitudes. - Staff becoming more confident and having a positive attitude towards 	<ul style="list-style-type: none"> - Better outcomes for children due to more understanding from staff. - Accelerated and significant progress for vulnerable groups and evident progress for others. - Knowledgeable, confident, positive

<p>Staff to have the equipment required to teach PE lessons and do school sport.</p>	<ul style="list-style-type: none"> - Whistles for staff to be able to teach their requirements in PESSPA. 	<p>£56.70</p>	<p>teaching PE.</p> <ul style="list-style-type: none"> - Staff able to manage behaviour effectively in PE lessons. - Use of a consistent approach in PE lessons across school. 	<p>children and staff.</p> <ul style="list-style-type: none"> - Children know the approach as they move through school. - Look at other ways/ devices that will have the same effect.
<p>Support for staff in planning, teaching and assessing PE.</p>	<ul style="list-style-type: none"> - Purchase of YST membership and share resources and CPD with staff to develop knowledge, confidence and skills. 	<p>£210</p>	<ul style="list-style-type: none"> - Broader off of PESSPA within school and links for beyond. - Children achieving higher levels of skill through quality teaching and lesson plans. - More opportunities for children to be active across school – contributing to their 60 minutes a day. 	<ul style="list-style-type: none"> - More knowledgeable staff who can share practice and support each other. - Children to become more resilient and confident at trying new skills and sports. - Increased confidence when going to competitions through more success.
<p>Staff working alongside Sports Coach.</p>	<ul style="list-style-type: none"> - Coach to support staff in teaching and delivering lessons. 	<p>*</p>	<ul style="list-style-type: none"> - Staff to more confident in their own ability to teach PE. 	<ul style="list-style-type: none"> - Staff to support each other in their development of PE teaching and share successes. - Children making more progress.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2.2%
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>Additional achievements:</p> <p>Children to participate in a SKIP2BFit workshop to motivate and engage them in their Personal Challenge; to see the benefits of exercise.</p>	<ul style="list-style-type: none"> - SKIP2BFit workshop/ day with Dave – all children from Reception to Y6 participating, 	£390	<ul style="list-style-type: none"> - Younger children experiencing skipping for the first time and learning how to do it. - Children motivated and engaged in Personal Challenge. - Children participating in skipping through choice at playtime and lunchtime – keeping them active. - Increased confidence and ability in skipping for all children. 	<ul style="list-style-type: none"> - All year groups to take part in the Personal Challenge and share successes in assemblies. - Children leading healthy and active lives. - Children making the choices to skip and keep active.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17.4%
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:
Increased participation in sports competitions within Middlesbrough.	<ul style="list-style-type: none"> - To continue to be a member of the Sports Partnership. - Transport available so children able to attend competitions. 	£2380	<ul style="list-style-type: none"> - Around 75% of children in school participated in inter-school competitions this year as part of School Games and Tees Valley Sport. 	<ul style="list-style-type: none"> - Build a healthy, competitive environment in school so children are able to win, lose and participate with honesty, respect and sportsmanship. - Taking these principles in to their lives.
Competitive football games with another school to increase motivation for children.	<ul style="list-style-type: none"> - LS organised football matches with Brambles Academy for KS2. 	£120	<ul style="list-style-type: none"> - Children engaged in PE lessons as they want to develop their skills for this. - Improvement in behaviour. - Putting into practice key principles. - Cultural capital opportunity. 	<ul style="list-style-type: none"> - Continue to build a healthy, competitive environment in school (as above). - Liaise with other schools for a range of opportunities/ sports.
Intra-competition opportunities in school across EYFS, KS1 & KS2.	<ul style="list-style-type: none"> - PE Lead and coach ran these events at the end of 	No cost	<ul style="list-style-type: none"> - 100% of children participated in intra-school competitions this year. 	<ul style="list-style-type: none"> - Continue to build a healthy, competitive

<p>Every child in school to participate and be successful in Sports Day.</p>	<p>each half term based on the focus.</p> <ul style="list-style-type: none"> - Plan, organise and run an exciting, competitive Sports Day for all children in school (Reception – Y6). - Stickers given to winners. - Every child to receive a medal at the end. - Refreshments due to warm weather. 	<p>£650.64</p>	<ul style="list-style-type: none"> - Children to put sport values and principles into practise and use in other areas: discipline, resilience, communication, team work, attitude and achievement. - Every child feeling successful and being motivated to participate in sport. - Whole school community taking part and celebrating successes. - Parents watching their children enjoy sports. 	<p>environment in school (as above).</p> <ul style="list-style-type: none"> - Children to seek opportunities outside of school to continue sport – with support from PE Lead and Deputy Head. - Children to seek out clubs that they have enjoyed and been successful in. - Children wanting to lead a healthy, active, lifestyle.
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Signed off by	
Head Teacher:	K A Barkley
Date:	July 2022
Subject Leader:	L Shadforth
Date:	July 2022
Governor:	K Stone
Date:	July 2022