

# 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](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, 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 2022. 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 2021/22	£0
Total amount allocated for 2021/22	£18,130
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,000
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£18,000

## 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><b>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</b></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><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 2022.</p> <p>Please see note above</p>	90%
<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>	90%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	90%
<p>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?</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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b> £18,000		<b>Date Updated:</b> July 2023	
<b>Key indicator 1:</b> 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:  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:
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.		£3100	<ul style="list-style-type: none"> <li>- Less behaviour incidents during lunchtime as games managed and organised.</li> <li>- Pupils who struggle play/join in with others are participating and enjoying themselves.</li> <li>- Pupils are more active through choice because they enjoy the activities – part of their 30 minutes.</li> <li>- Friendships developing and forming through sport.</li> <li>- Children wanting to participate in competitions due to experiencing a range of sports during breaks.</li> </ul>	<ul style="list-style-type: none"> <li>- Children wanting to continue sports/exercise outside of school – continue to support parents/ children with accessing these clubs.</li> <li>- Look at how we can support preparation for competitions through lunchtime activities.</li> <li>- 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.</li> </ul>

<p>Lunchtime supervisor training</p>	<ul style="list-style-type: none"> <li>- 4 x trained adults on the EYFS, KS1 and KS2 yards at lunchtime every day to engage children in activities.</li> </ul>	<p>£280</p>	<ul style="list-style-type: none"> <li>- Less behaviour incidents during lunchtime as games managed and organised.</li> <li>- Pupils who struggle play/join in with others are participating and enjoying themselves.</li> <li>- Pupils are more active through choice because they enjoy the activities – part of their 30 minutes.</li> <li>- Friendships developing and forming through sport.</li> <li>- Children wanting to participate in competitions due to experiencing a range of sports during breaks.</li> <li>- Staff more confident in activities during lunchtime.</li> </ul>	<ul style="list-style-type: none"> <li>- Children wanting to continue sports/exercise outside of school – continue to support parents/ children with accessing these clubs.</li> <li>- Look at how we can support preparation for competitions through lunchtime activities.</li> <li>- 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.</li> </ul>
<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"> <li>- 1x trained, qualified Sports Coach to run clubs for targeted groups and interventions.</li> <li>- Coach to support staff in teaching and delivering lessons.</li> <li>- Coach to support with assessments and reports.</li> <li>- Coach to identify children who need sport or extra input – run interventions to combat this.</li> </ul>	<p>£3480</p>	<ul style="list-style-type: none"> <li>- Children who have been supported are more engaged in PE lessons due to increased confidence and ability.</li> <li>- Children mastering motor skills to support them their learning and wider life.</li> <li>- Staff to more confident in their own ability to teach PE.</li> <li>- More competitions attended through confidence, opportunity and ability.</li> </ul>	<ul style="list-style-type: none"> <li>- Children having a sense of achievement and enjoyment in a range of sports.</li> <li>- Children able to do more across the curriculum due to motor skills being developed, refined and embedded.</li> <li>- Staff to support each other in their development of PE teaching and share successes.</li> </ul>

<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"> <li>- 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.</li> </ul>	<p>£120</p>	<ul style="list-style-type: none"> <li>- All children taking part in PE lessons as they have the correct kit.</li> </ul>	<ul style="list-style-type: none"> <li>- A wider range of after-school clubs.</li> <li>- To ensure all phases of school have a number of spare kits so that children are always able to take part in PESSPA.</li> </ul>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: 26%</p>
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Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<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"> <li>- Purchase equipment for EYFS, KS1 and KS2 that is suitable and supports needs.</li> <li>- Purchase specific equipment required for clubs.</li> <li>- Purchase equipment for playtime/lunchtime for each</li> </ul>	<p>£3671.88</p>	<ul style="list-style-type: none"> <li>- More suitable and more equipment available will mean that staff are able to teach a range of concepts in lessons.</li> <li>- Staff will also feel more confident in using the</li> </ul>	<ul style="list-style-type: none"> <li>- PE Lead and Coach to monitor PE cupboard to ensure it is organised and if anything needs replacing – 1x per week.</li> <li>- Teach the children how to use the lunchtime and</li> </ul>

<p>Children to have improved gross and fine motor skills in foundation stage of school.</p>	<p>phase of school that supports their sport development and encourages them to engage.</p> <ul style="list-style-type: none"> <li>- Ensure equipment is organised and easily accessible.</li> </ul> <ul style="list-style-type: none"> <li>- Purchase equipment EYFS to support specific needs for children who need support with their fine and gross motor skills.</li> <li>- Equipment that will engage them whilst they build strength and skills.</li> </ul>	<p>£564.56</p>	<p>equipment as it will be organised and easy to access.</p> <ul style="list-style-type: none"> <li>- Equipment used more across the curriculum to engage the children in their learning across a wide range of subjects.</li> <li>- Staff able to locate equipment that they need easily and quickly so this does not have an impact of the lesson – time is maximised.</li> <li>- Children eager to attend clubs as there is a range of offer due to the range of equipment.</li> <li>- Increased participation in a range of competitions due to the equipment available to practise with in school.</li> </ul> <ul style="list-style-type: none"> <li>- Equipment used more across the curriculum to engage the children in their learning across a wide range of subjects.</li> <li>- Children confident in using equipment.</li> <li>- Evidence of strengthened fine and gross motor skills in a range of activities.</li> </ul>	<p>playtime equipment.</p> <ul style="list-style-type: none"> <li>- Train up new Sports Leaders to engage children in a range of activities using the equipment.</li> <li>- Children to use equipment to practise and develop skills in preparation for competitions.</li> <li>- Equipment taken to competitions within partnership so children can participate.</li> </ul> <ul style="list-style-type: none"> <li>- Clearer, neater handwriting as children progress through school.</li> <li>- Children moving confidently and motivated to join in with a range of clubs and activities.</li> </ul>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:
Support for staff in planning, teaching and assessing PE.	<ul style="list-style-type: none"> <li>- Purchase of YST membership and share resources and CPD with staff to develop knowledge, confidence and skills.</li> </ul>	£210	<ul style="list-style-type: none"> <li>- Broader offer of PESSPA within school and links for beyond.</li> <li>- Children achieving higher levels of skill through quality teaching and lesson plans.</li> <li>- More opportunities for children to be active across school – contributing to their 60 minutes a day.</li> </ul>	<ul style="list-style-type: none"> <li>- More knowledgeable staff who can share practice and support each other.</li> <li>- Children to become more resilient and confident at trying new skills and sports.</li> <li>- Increased confidence when going to competitions through more success.</li> </ul>
Support new Sports Coach in developing skills and knowledge to ensure the delivery of high quality teaching in a range of skills and activities.	<ul style="list-style-type: none"> <li>- OAA course provided by Redcar &amp; Eston School Sports Partnership</li> <li>- Dynamo Cricket course provided by Redcar &amp; Eston School Sports Partnership</li> </ul>	£50  £50	<ul style="list-style-type: none"> <li>- Broader offer of PESSPA in school and during after-school clubs.</li> <li>- Children receiving high quality teaching by a knowledgeable professional</li> <li>- More able to participate in a range of competitions due to more knowledge of specific sports</li> </ul>	<ul style="list-style-type: none"> <li>- Confident, knowledgeable Sports Coach who can train and support teachers.</li> <li>- Children to be more confident in trying and mastering new activities and sports.</li> <li>- Increased confidence at competitions.</li> <li>- Forming relationships with other schools to</li> </ul>



				compete against, outside of Partnership, who also know these sports.
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: **18%**

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:
Children to participate in a BOX2BFit workshop to motivate and engage them in their Personal Challenge; to see the benefits of exercise.	<ul style="list-style-type: none"> <li>- BOX2BFit workshop/ day with Dave – all children from Reception to Y6 participating.</li> <li>- Children experiencing a new sport.</li> </ul>	£395	<ul style="list-style-type: none"> <li>- Younger children experiencing boxing for the first time and learning how to do it.</li> <li>- Children motivated and engaged in a different sport.</li> <li>- Children participating in skipping through choice at playtime and lunchtime (warm-up for boxing) – keeping them active.</li> <li>- Increased confidence and ability in skipping for all children.</li> </ul>	<ul style="list-style-type: none"> <li>- All year groups to take part in the Personal Challenge and share successes.</li> <li>- Children leading healthy and active lives.</li> <li>- Children making the choices to skip as they understand that it links to other sports (eg. boxing).</li> <li>- Children to be signposted to boxing clubs.</li> </ul>
Children to take part in a golf workshop to experience a new sport.	<ul style="list-style-type: none"> <li>- GolfForeAll workshop/day for all children from Reception to Y6.</li> <li>- Children experiencing and</li> </ul>	£210	<ul style="list-style-type: none"> <li>- Children experiencing golf for the first time.</li> <li>- Cultural Capital.</li> <li>- Knowledge of inspirational sports people in golf.</li> </ul>	<ul style="list-style-type: none"> <li>- Children signposted to golf clubs for their age.</li> <li>- Possible purchase of golf equipment for an after-school club.</li> </ul>

<p>Children to take part in dance workshops to develop skills.</p>	<p>enjoying a new sport that they would not usually have the opportunity to do.</p> <ul style="list-style-type: none"> <li>- All children from Nursery to Y6 to participate in dance workshops with C.Todd.</li> <li>- Children experiencing a dance lesson that is skills focused and age-appropriate.</li> </ul>	<p>£1850</p>	<ul style="list-style-type: none"> <li>- Breaking down barriers of preconception of dance – for staff and children.</li> <li>- More confidence in brain breaks (Wake Up Shake Up) and PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- Children signposted to dance classes suitable for their age.</li> <li>- Possibility of hiring a Dance Teacher for an after-school club for those who are interested – nurture their interests.</li> </ul>
<p>Children to take part in specialised workshops to have historical knowledge of dance.</p>	<ul style="list-style-type: none"> <li>- All children from Reception to Y6 to participate in dance workshops with theatre.</li> </ul>	<p>£529</p>	<ul style="list-style-type: none"> <li>- Breaking down barriers of preconception of dance – for staff and children.</li> </ul>	<ul style="list-style-type: none"> <li>- Children signposted to dance classes suitable for their age.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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:
Children to participate in range of sporting activities at a range of levels.	<ul style="list-style-type: none"> <li>- Be part of the Middlesbrough Schools Partnership to ensure opportunities to take part in competitive sport with other schools.</li> <li>- Transport to competitions to ensure we can participate.</li> </ul>	£720	<ul style="list-style-type: none"> <li>- Attendance at a number of competitions this year – athletics, football, etc.</li> <li>- Attended some specific inclusive competitions to ensure inclusivity.</li> <li>- More confident children when participating at an event.</li> <li>- Role models for behaviour and sportsmanship.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue with partnership next year.</li> <li>- Become more involved in planning events through Sports Leaders.</li> <li>- Tailor Sports Clubs to times of events so children can be prepared.</li> <li>- Build a healthy, competitive environment in school so children are able to win, lose and participate with honesty, respect and sportsmanship.</li> <li>- Taking these principles in to their lives.</li> </ul>
Competitive football games with another school to increase motivation for children.	<ul style="list-style-type: none"> <li>- Organised football matches with Brambles Academy for KS2.</li> <li>- Transport to Brambles</li> </ul>	£50	<ul style="list-style-type: none"> <li>- Children engaged in PE lessons as they want to develop their skills for this.</li> <li>- Improvement in behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to build a healthy, competitive environment in school (as above).</li> </ul>

<p>Competitive football opportunity for those more able players to be part of.</p>	<p>Academy.</p> <ul style="list-style-type: none"> <li>- Attendance at the EFL Cup.</li> <li>- Transport to event.</li> </ul>	<p>£50</p>	<p>of those wanting to attend.</p> <ul style="list-style-type: none"> <li>- Putting into practice key principles – sportsmanship, determination, resilience, etc.</li> <li>- Cultural capital opportunity.</li> <li>- Opportunities to form relationships with children from other backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>- Liaise with other schools for a range of opportunities/ sports.</li> <li>- Continue to give these opportunities to the children.</li> <li>- Make stronger connections with clubs to continue to signpost children and parents to.</li> </ul>
<p>Every child in school to participate and be successful in Sports Day.</p>	<ul style="list-style-type: none"> <li>- Plan, organise and run an exciting, competitive Sports Day for all children in school (Nursery – Y6).</li> <li>- Stickers given to winners.</li> <li>- Every child to receive a medal at the end.</li> </ul>	<p>£1302.02</p>	<ul style="list-style-type: none"> <li>- Every child feeling successful and being motivated to participate in sport.</li> <li>- Understanding of sportsmanship and School Game Values.</li> <li>- Whole school community</li> </ul>	<ul style="list-style-type: none"> <li>- Children to seek out clubs that they have enjoyed and been successful in.</li> <li>- Children wanting to lead a healthy, active, lifestyle.</li> <li>- Parents encouraged to</li> </ul>

			taking part and celebrating successes. - Parents watching their children enjoy sports and engaging.	engage more in sports with their children.
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Money spent: £16,633.46

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>L. Shadforth</i>
Date:	July 2023
Governor:	
Date:	