

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](#).

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

Supported by:   SPORT ENGLAND
LOTTERY FUNDED

Details with regard to funding

Please complete the table below.

| | |
|---|----------------|
| Total amount carried over from 2019/20 | £ 4700 |
| Total amount allocated for 2020/21 | £17,680 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £17,680 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £22,380 |

Swimming Data

Please report on your Swimming Data below.

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| <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> | No swimming took place for last year's Y6 due to COVID restrictions |
| <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 2020.</p> <p>Please see note above</p> | % |
| <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> | % |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | % |
| <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> | 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: | Date Updated: | | |
|---|---|------------------------------|--|--|
| Key indicator 1: The engagement of all 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: £2,730 15% of 2021-22 allocation |
| 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 take part in a regular run and improve fitness and stamina. | Track and pitch markings for field and playgrounds. | Awaiting quote | Children are able to run for more sustained periods of time. Children see improvements in the number of laps that they are able to complete in a set time. | All staff will continue to regularly take their classes out for a run. A timetable will be created if necessary. Children set personal goals for improvement |
| Active Breaks are incorporated into the school day. | Teacher's use websites such as Jumpstart Jonny/I-moves to punctuate the day with movement breaks. | Jumpstart Jonny license £180 | Children get regular burst of activity which breaks up listening time and allows children to focus better when they are required to listen. | Website login details will be shared with all school staff, including dinner staff/TAs so that these could be used on wet lunch breaks as well as in class |
| Children have active play times. | A variety of equipment ensures that children have lots of choices of active things to do and can find something that appeals to them. | Equipment – £100 | Most children are making a choice to be active at playtimes. | PE team will meet with play leaders to share ideas to ensure they are able to come up with a variety of ideas to keep other children active. |
| | Procure storage for outdoor | Storage sheds - | Equipment is easily accessed by | |

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| Least active children are targeted | equipment Play Leaders lead activities. | £400 Play leader badges and caps - £50 | children, | New play leaders will be selected in the Summer term ready to continue this cycle the next year. |
| | TA to run a change for Life sessions 1 hour per week + accompanying children to events, + prep time to work with children on presentations. | £2,000 | Children have a dedicated slot each week to be active and are introduced to a range of activities and learning about healthy lifestyles | The children have access to a range of activities and find something that they enjoy and may wish to pursue beyond school Change for life Champions can share their knowledge of healthy lifestyles with peers. Change for Life pupils have opportunities to represent the school in 'festival' style sports events. |

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

£2000 11% of 2021-22 allocation

| 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: |
| Acknowledge sports participation and achievement both in and out of school Pupils share ownership of promotion of sports and exercise. | Continue to promote exercise and healthy life choices through newsletters, social media Revive the Sports Blog on the school website – Blog content such as match reports to be written by pupils. TA to support. | | Pupils are affirmed in their sporting efforts and achievements. Pupils are inspired by their peers to become involved in sports and sports clubs. Parents/carers are informed about sports events and opportunities and encouraged to enrol their child in sports and other physical activities being offered in school and beyond | |

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|--|--|---------|--|--|
| Renewal of Gold Modeshift Stars Award. | TA to work with Wheel Education and Traffic Safety Officer to promote healthy and sustainable. Travel to school, e.g. walk and cycle to school events. | £ 2,000 | Healthy lifestyle choices is part of the whole school community achieving the award. | |
|--|--|---------|--|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|-----------------------------|--|--|
| | | | | £ 2940 17% of 2021-22 allocation |
| 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 subject leader knowledge | PE lead to attend Tees valley PE conference | £120 x2 + supply cover £300 | Up to date information and new ideas to be shared with pupils and staff. | PE lead to share ideas from conference at staff meeting so that these ideas can be incorporated into school practise. |
| Increased staff confidence in the teaching of PE | Part Time Teaching assistant to support/lead in some PE lessons | £2000 | Teachers will gain new ideas and have increased confidence when teaching PE. | Teacher's will be present in these lessons and take notes on new ideas. There will be a time table to ensure that different year groups benefit and that the TAs subject |
| More in depth knowledge by PE lead of which staff need support with the teaching of PE | Release time for PE lead to observe PE lessons and give feedback to staff. Release time to plan with staff as needed | £400 | PE planning ensures progressions. There is a focus on fundamental skills in KS1 whereas KS2 has a more sports specific focus. Blocks of lessons in KS2 start with a skills focus but build up to playing competitive sports. | knowledge/expertise is used effectively. Planning is in place to use in |

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| Introduction of a new whole school PE Scheme | PE Lead to seek advice from sports partnership and other schools Staff access online resources and training for the implementation of the scheme. | Get Set 4 P.E. £500 | The PE lead is aware of the varying levels of confidence lessons of staff in PE teaching. A clear skills progression across school. Scheme resources provide teachers with clear plans. Online training and resources support preparation and development. | future years and to share when staff move year groups. Review use of scheme once Trust PE Curriculum is produced. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: £4,600 26% |
| 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: |
| Additional achievements: Experience a range of sports and allow pupils to access specialist coaching/teaching | SLA with Wheel education TA to deliver after school sports clubs Employ PE coaches to deliver after school clubs in a variety of sports | £2,600 £2,000 Subsidise costs to pupils. | Pupils sample sports wider than the curriculum. Biking confidence is increased and more children choose to cycle to school. School returns to offering a range of sports clubs in and after school. | Pupils and their families consider healthy and sustainable travel options. Younger children develop basic cycling skills which can be built upon in future years |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--|--|--|
| | | | | £4,100 23% of 2021-22 allocation |
| 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 will be able to attend a wide variety of competitions throughout the school year. | Membership for Darlington School Sport Partnership | £1370 | Greater numbers of pupils can participate in a wide variety of competitions. The opportunities to take part in competitions and festivals focuses skills development in curriculum P.E | Enable school to participate in competitive sports |
| | DBS checks for accompanying parents | £1,500 | There are first aid trained staff to accompany children on sporting trips. | Staff first aiders can continue to be used for a variety of sports events. |
| | Supply cover. | £2,000 | There are readily available parent helpers to accompany children on sporting trips. | |
| | Transport costs | | Teacher's/TAs can be freed up to attend competitions. This will make staff aware of the competitions standards and expectations and can transfer this to their PE teaching in school. | If the same parents are involved regularly as volunteers, their, DBSs will stay up to date and will not need renewing. |
| | PE lead to be allocated time to plan PE trips, risk assessments and book onto upcoming competitions at the end of each term ready for the coming term | £300 (3 half days supply – 1 per term) | All plans and dates for competitions will be clear and shared with staff and management prior to the start of each new term. | |
| Children will represent their school with pride. | Minibus Driver Tests | £100 | | Use of the Trust minibus could |

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| Children will be part of the school Football league. | Procure Additional kit for competitions (netball bibs, gymnastics leotards) | £200 | Uniform instils a sense of pride and belonging which contributes to | potentially reduce future transport costs. This equipment can be used in subsequent years. |
| The school can host competitive football matches | Pay affiliation fees and hold a boys' and girls' football club. | £60 affiliation fees | The school will be able to enter the football league and play competitive football. | Restore the St. Augustine's Trophy Tournament. |
| | Dedicated football equipment for school match use | £100 | This will raise the profile of the game and make it seem more professional and important to the children. | |

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| Signed off by | |
| Head Teacher: | Martina McCollom |
| Date: | November 2021 |
| Subject Leader: | Vanessa Graham |
| Date: | October 2021 |
| Governor: | |
| Date: | |