



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised December 2017

Commissioned by  
**Department for Education**

Created by



**YOUTH  
SPORT  
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Increased participation in a full range of competitions, tournaments and festivals.</li> <li>Purchase of new equipment to support curriculum delivery.</li> <li>Provided training and development for staff and PE coordinator including specialist training through CPD and liaising with the small schools' cluster.</li> <li>Provision of transport for pupils to access all sporting events.</li> <li>Increased support in swimming lessons for each class.</li> <li>Improvement in planning and assessment of PE through use of Core tasks.</li> <li>Increase in the numbers of pupils receiving at least 30 minutes of physical activity daily in school.</li> <li>Increased participation for pupils in sport by offering a broader range of activities and competitive opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Increase participation for all pupils in physical activity at home and school during the pandemic.</li> <li>Further increase the number of sporting events run in school linked to a competitive framework or to raise the profile of school sport and PE.</li> <li>Increase the range of activities available to children after school.</li> <li>Increase in the number of pupils participating in an extra-curricular club.</li> <li>Increase in the number of children taking part in organised sporting events in the community.</li> <li>Improvement in the quality of planning, teaching and assessment of PE across the school.</li> <li>Increase in the number of pupils taking active routes to school.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	Y6 2020 27% Y6 2021 0% Based on swimming assessment data from March 2019.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Y6 2020 17% Y6 2021 0% Based on swimming assessment data from March 2019.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Y6 2020 27% Y6 2021 0% Based on swimming assessment data from March 2019.
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?	No. Due to the pandemic and government restrictions children have not been able to attend school swimming lessons this year. Allocated for next year: additional Support for swimming.

## 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 students today and for the future.

Please note that some elements of this plan will not be possible in the current climate due to the restrictions imposed as a result of the coronavirus outbreak. However, the plan will be kept under review and adapted accordingly.				
<b>Academic Year:</b> 2020-21		<b>Total fund allocated:</b> £16360 <b>Carried forward:</b> £7220 <b>Spent:</b> £8125 <b>Allocated:</b> £15371		<b>Date Updated:</b>
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 78%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>• Within school time continue to utilise the opportunities for physical activity.</li> <li>• Review after school clubs for maximum attendance.</li> <li>• Support pupils in participating in regular physical activity, both in and outside of school.</li> <li>• Encourage pupils to utilise active routes to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Active 30 pledge.</li> <li>• Termly physical activity plans to monitor opportunities for physical activity and two hours of weekly curriculum PE.</li> <li>• Continue to monitor which pupils are walking/cycling/scooting to school, competitions, swimming, play leaders and community participation.</li> <li>• Continue being part of Staindrop Sports Partnership and taking part in sporting festivals and competitions with other local schools, when COVID-19 restrictions are lifted.</li> <li>• School sports coaching to continue, when possible under COVID-19 restrictions.</li> <li>• Analysis of pupil voice questionnaires.</li> </ul>	<p>Staindrop Sports Partnership Coaching and competition structure= £1650</p> <p>Education Enterprise support and coaching= £2520</p> <p>Transport £0</p> <p><u>Allocated</u> Dance curriculum lesson and after school club = £50 a week for 5 weeks (£250) Taekwondo after school club = £30 a session for</p>	<p>Pupils are active for over 30 minutes a day and have more awareness of healthy active lifestyles.</p> <p>More pupils attend an after school club.</p> <p>Increased activity and wider participation in playtime activities with the help of Play leaders and lunchtime staff.</p> <p>Sports and activity sessions at break and lunchtime involve all children.</p> <p>More pupils choosing active routes to school.</p>	<p>Signed up for Active 30 Pledge. Will need to encourage further engagement for children and parents to undertake 30 minutes of physical exercise daily at home. Pupils who exercise daily at home: EYFS 75%, KS1 100%, KS2 47%</p> <p>All pupils are active for over 30 minutes a day in school, including play and lunch times, PE lessons, active lessons and active breaks.</p> <p>Fewer pupils have been attending after school clubs due to COVID restrictions. Those who have attended have had some opportunity to take part in physical activities.</p> <p>Fewer pupils have attended out-of-school sports clubs but many are returning now that restrictions have been lifted.</p> <p>New playground resources have</p>

	<ul style="list-style-type: none"> <li>Introduce requested after school clubs, when COVID-19 restrictions are lifted.</li> <li>Installation of 'outdoor gym' equipment to encourage a wider range of activity on the playground.</li> <li>Cycling proficiency or Bikeability training.</li> <li>Introduce walking bus or park and stride scheme.</li> <li>Utilise opportunities for active/outdoor learning and 'brain breaks' within the school day.</li> <li>Order new resources to replace damaged or outdated equipment.</li> </ul>	<p>14 weeks (£420) <b>Allocated</b> Outdoor gym £5000 + grant funding/match funding.</p> <p><b>Allocated</b> Early Years outdoor adventure play equipment £3500</p> <p>Equipment. £493.50 Netballs £60 Speaker £140.80 Javelins £21</p> <p>High Ropes Session £40</p> <p><u>Allocated</u> Additional Support for swimming £1516</p>	<p>Seek quotes for outdoor gym equipment installation to go ahead – accessible to all age groups.</p>	<p>been used to encourage all children to take an active part in playtime activities. Pupils have been unable to take part in interschool sports festivals due to COVID restrictions but have participated in intra-school events (School Sports Week and Sports Day.) School has continued to be part of Staindrop Sports Partnership and the Education Enterprise programme but coaches were unable to visit school during the pandemic.</p> <p>All Children have had access to School Sports coaching throughout the Summer term.</p> <p>Due to COVID restrictions, we have not been able to organise after school sports clubs as this would involve mixing 'bubbles.'</p> <p>New playground resources have been utilised and have helped children to take part in a wider range of activities at playtime.</p> <p>Due to COVID restrictions, we have not been able to organise Bikeability training or walking bus but will look at these again for next year. Number of children taking active routes to school: EYFS 45% KS1 23% and KS2 50%</p> <p>All pupils have had the opportunity to take part in active/outdoor learning within the school day.</p>
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<p><b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: See above SLA%</p>
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<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
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<ul style="list-style-type: none"> <li>To raise the profile of PESSPA within school, recognising whole child development through effective and high quality PESSPA (see key indicator 1, 3, 5)</li> <li>To recognise PESSPA supporting whole child development and academic success</li> </ul>	<ul style="list-style-type: none"> <li>Celebration and award assemblies.</li> <li>PE Newsletter.</li> <li>Visiting coaches.</li> <li>Leadership opportunities (Sports/play Leaders, )</li> <li>Register to recognise pupils needing support/challenge.</li> <li>Access MAT taster sessions at Staindrop Academy.</li> <li>Make children and parents aware of organised sporting venues available in the local area.</li> <li>Organise in school sports festival, via Teams.</li> </ul>	<p>Included in SLA</p> <p>Support for EYFS to access PE/KS1 &amp; 2 catch up £2166</p> <p><u>Allocated</u></p> <p>Continued support for EYFS to access PE/KS1 &amp; 2 catch up £4685</p>	<p>Confident, competent pupils accessing a range of activities and competitive events both inside and outside of school.</p> <p>Emotional and physical wellbeing is maintained and improved.</p> <p>Concentration and fine and gross motor skills – improvement evident across the curriculum.</p>	<p>Celebrated School Sport events and Active Learning activities in school through school newsletter and Class Dojo.</p> <p>All pupils have had access to Sports coaching throughout the Summer term.</p> <p>Physical Activity has played an important role in the recovery curriculum for all pupils after Lockdown.</p> <p>Effective assessment has identified more able children who have had opportunities to act as Sports Leaders.</p> <p>Effective assessment has identified pupils who are working below the expected level and to put additional support in place.</p> <p>During Lockdown, staff and Subject leader communicated with parents via email, using learning packs and through class dojo to suggest opportunities for physical activity and to signpost relevant online learning. Most pupils have taken part in some form of physical activity during lockdown.</p> <p>All children took part in learning about Water Safety as part of Drowning Prevention Week. Parents were signposted to the RNLI website to find out more about how to keep children safe near water.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				SLA above + 6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Improve high quality PE provision across whole school (subject knowledge, pedagogy, cross curr links, whole school dev focus etc)</li> <li>Robust, rigorous and consistent Formative Assessment across school using Core Tasks, Assessment for Learning approaches and effective recording/tracking of pupils.</li> </ul>	<p>Upskilling of staff through;</p> <ul style="list-style-type: none"> <li>Staindrop Sports Partnership SLA ( CPD element include x6 bespoke cluster CPD that includes core curriculum areas, G&amp;T, inclusion/differentiation etc), x3 Subject Leader CPD including strategic planning, subject moderation etc, x2 school bespoke packages)</li> <li>Access to County Wide Training</li> <li>Subject Leader support with planning and assessment to manage challenges of teaching PE during the pandemic.</li> <li>Whole staff CPD and dissemination.</li> <li>Subject monitoring (SL- learning walks, planning scrutiny, lesson appraisals with SLT)</li> <li>Staff CPD- observing pupils move, core task understanding, progression of skills</li> </ul>	<p>Staindrop Sports Partnership Support and Competition Structure = SLA</p> <p>CPD £1000</p>	<p>Whole staff training- CPD and staff evaluations.</p> <p>Performance Management, learning walks/lesson appraisals and subject development to evaluate impact of CPD.</p> <p>Quality of lessons improved (learning walk/appraisals, pupil assessments.)</p> <p>Pupil outcomes monitored and improved (more pupils reaching expected and above phase/year expectations- see Core Task assessment information and progression of skills documents.)</p>	<p>Subject Leader attended Sports Network meeting via Teams to keep up-to-date with recent developments.</p> <p>Staff members have had the opportunity to observe teaching of pupils by a qualified sports coach.</p> <p>Subject leader provided support with planning, assessment and progression of skills.</p> <p>Updated Long Term Curriculum Overview Documents to allow for more rigorous and consistent tracking and progression of skills.</p> <p>Subject leader provided support during the pandemic to help staff manage the challenges of teaching with COVID restrictions.</p> <p>Subject Leader scrutinised planning, monitored assessment and observed pupils during playtimes and lessons. There were no formal lesson appraisals due to COVID restrictions.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				See above SLA %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: <ul style="list-style-type: none"> <li>Continue to offer a wider range of physical activities both within and outside the curriculum in order to get more pupils involved.</li> <li>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>See key indicator 1</li> </ul>	See key indicator 1  TCR HUB Y6 Leavers High Rope Session £40  Outdoor gym equipment £5000  Early Years outdoor adventure play equipment £3500	Increased attendance at sports clubs.  Involvement in taster sessions – Taekwondo, Dance, Cricket.  In the pupil questionnaire most pupils say they enjoy PE and Sport and are involved in more activities.  Introduce new sports: Yoga, HIIT training.	Teachers offered a wider range of physical activities including Yoga and HIIT training.  Staff and subject leader encouraged pupils to participate in physical activity at home during Lockdown by signposting websites such as Joe Wicks workouts, Supermovers, the Youth Sports Trust and County Durham Sport.  Introduced 30 Days Wild Challenges throughout June to encourage physical activity while exploring the outdoors. Made pupils, parents and staff aware using class dojo and school display.  All pupils took part in outdoor and active learning to encourage physical activity across the curriculum.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To increase and monitor the participation of pupils across school in intra school competition</li> <li>To increase the number of pupils in participating in inter school competition</li> </ul>	<ul style="list-style-type: none"> <li>Level 1 Intra festivals e.g. end of unit class festival, competition or tournament.</li> <li>School Sports Day.</li> <li>Schools' multi-skills festivals</li> <li>Cluster competitions (SLA</li> </ul>	Transport to/from venues Cover costs to release staff for subject leader support where appropriate. Transport £0 Staff £0	Participation tracker for events. Monitoring provision (identifying gaps for next SLA festival arrangements)  All children participate in a planned calendar of competitive sport and competition following on from lessons developing skills and team play.	Cluster competitions and multi-skills festivals did not take place due to COVID restrictions.  All children took part in School Sports Day.

	package) x6 per year across KS1-2-			All pupils took part in physical activities as part of School Sports Week.
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