



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

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 2022 88% can swim 25 at least metres on their front or back. Based on swimming assessment data from March 2022.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Y6 2021 50% can swim on their front and back. Based on swimming assessment data from March 2022.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Y6 2021 63% completed their water safety award. Based on swimming assessment data from March 2022.
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?	Additional Support for swimming to pay for a teaching staff member to support non-swimmers in the pool.

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.				
Academic Year: 2021-22		Total fund allocated: £16360 Allocated : £16360		Date Updated: July 2022
Key indicator 1: 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%
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"> • Within school time continue to utilise the opportunities for physical activity. • Review after school clubs for maximum attendance. • Support pupils in participating in regular physical activity, both in and outside of school. • Encourage pupils to utilise active routes to school. 	<ul style="list-style-type: none"> • Active 30 pledge. • Termly physical activity plans to monitor opportunities for physical activity and two hours of weekly curriculum PE. • Continue to monitor which pupils are walking/cycling/scooting to school, competitions, swimming, play leaders and community participation. • Continue being part of Staindrop Sports Partnership and Education Enterprise programme, taking part in sporting festivals and competitions with other local schools, where possible. • School sports coaching to continue, when possible. • Analysis of pupil voice questionnaires. 	<p>Education Enterprise support and coaching= £2520</p> <p>Transport £1000</p> <p>Staindrop Sports Partnership Coaching and competition structure= £1650</p> <p>Allocated Early Years outdoor adventure play equipment £3500-£4000</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 active 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>All children were active for at least 45 minutes each day in school plus two hours of weekly PE. Many children also took part in additional activities including breakfast club, after school club, active lessons, forest schools, gross/ fine motor skills, yoga and 'brain breaks' such as Super movers and Go Noodle. 62% of pupils are taking active routes to school (walking, cycling, scootering.)</p> <p>All pupils take part in at least one festival or competition each half term. All pupils receive from 7 to 14 weeks of swimming lessons per year.</p> <p>EYFS participate in 6 soft play sessions per year. Some pupils also took part in cycling proficiency, yoga, additional football coaching, cricket taster sessions and Sports Relief activities.</p> <p>School continues to be part of Staindrop Sports Partnership & Education enterprise took part in</p>

	<ul style="list-style-type: none"> • Introduce after school clubs. • Installation of outdoor play equipment for EYFS to encourage a wider range of activity on the playground. • Bikeability training. • Introduce walking bus or park and stride scheme, when possible. • Continue to utilise opportunities for active/outdoor learning and 'brain breaks' within the school day. • Introduce Play leaders to lead sports activities at playtime. • Address gaps in skills due to impact of Covid. 	<p>EYFS/KS1/KS2 £250x7= 1750</p> <p>Additional Support for swimming for KS2 £1516</p>	<p>Seek quotes for outdoor gym equipment installation to go ahead – accessible to all age groups.</p>	<p>competitions, festivals in school time and after school matches with Woodland Primary school. Carried out research, arranged quotes and meetings for outdoor play equipment. Staff worked together to organise Sports day, including practice sessions. Play leaders help with sports activities at playtime. When asked how often they took part in 30 minutes of daily exercise at home, 98% in EYFS said 4-7 times a week; 100% in KS1 said 4-6 times a week and in KS2 74% said 4-7 times a week.</p>
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Percentage of total allocation:
22%

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"> • To raise the profile of PESSPA within school, recognising whole child development through effective and high quality PESSPA (see key indicator 1, 3, 5) • To recognise PESSPA supporting whole child development and academic success 	<ul style="list-style-type: none"> • Celebration and award assemblies. • PE Newsletter. • Visiting coaches. • Leadership opportunities (Sports/play Leaders,) • Use effective assessment to record pupils needing support/challenge. • Access MAT taster sessions at Staindrop Academy. • Make children and parents aware of organised sporting venues available in the local area. • Take part in School Sports week and Drowning Prevention Week. 	<p>Included in SLA</p> <p>Continued support for EYFS to access PE/KS1 & 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>Celebration and award assemblies to reward pupils for effort and achievement. Sports events, festivals and competitions regularly mentioned in school newsletter and on class dojo, including Go Wild event in June. Visiting coaches visiting twice a week on Thursdays and Friday. Additional coaching for cricket from local cricket club and for cycling proficiency. Monitoring assessment across the school using core task sheets Observed coaches and took part in learning walks to monitor teaching and learning. Updated LT planning to ensure progression of skills. Updated PE policy.</p>

				Took part in Sports Relief. Active school trips to Hamsterley forest, Beamish and Hall Hill Farm.
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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"> Improve high quality PE provision across whole school (subject knowledge, pedagogy, cross curr links, whole school dev focus etc) Robust, rigorous and consistent Formative Assessment across school using Core Tasks, Assessment for Learning approaches and effective recording/tracking of pupils. 	<p>Upskilling of staff through;</p> <ul style="list-style-type: none"> Staindrop Sports Partnership SLA (CPD element include x6 bespoke cluster CPD that includes core curriculum areas, G&T, inclusion/differentiation etc), x3 Subject Leader CPD including strategic planning, subject moderation etc, x2 school bespoke packages) Access to County Wide Training <ul style="list-style-type: none"> Subject Leader to provide support with planning, assessment & skills progression. Whole staff CPD and dissemination. Subject monitoring (SL- learning walks, planning scrutiny, lesson appraisals with SLT) Staff CPD- observing pupils move, core task understanding, progression of skills 	<p>Staindrop Sports Partnership Support and Competition Structure = SLA</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>Teachers/Teaching assistants are given time to observe coaches teaching lessons.</p> <p>100% of teaching staff who responded to questionnaire said they feel very confident teaching PE and require no additional training at present.</p> <p>Subject leader took part in subject leader training and cluster meetings.</p> <p>Subject leader provided support to staff with planning, assessment and skills progression.</p> <p>Subject leader observed coaches, took part in learning walks and scrutinised planning and assessment of pupils.</p> <p>Subject leader disseminated risk assessments provided and ensured transport was in place for festivals and competitions.</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:
<p>Additional achievements:</p> <ul style="list-style-type: none"> Continue to offer a wider range of physical activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities. 	<ul style="list-style-type: none"> See key indicator 1 		<p>Increased attendance at sports clubs.</p> <p>Involvement in taster sessions – Taekwondo, Dance, Cricket.</p> <p>In the pupil questionnaire most pupils say they enjoy PE and Sport and are involved in more activities.</p> <p>Introduce new sports: Yoga, HIIT training.</p>	<p>Children involved in cricket taster sessions and cycling proficiency training.</p> <p>In the pupil questionnaire 98% of pupils across the school said they enjoyed PE. In EYFS and KS1 they most enjoyed gymnastics and multi-skills and in KS2 team sports and athletics.</p> <p>KS2 pupils requested and received more opportunities to take part in football training and competitions.</p> <p>Opportunities for pupils to take part in football and cricket in after school club.</p>
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"> To increase and monitor the participation of pupils across school in intra school competition To increase the number of pupils in participating in inter school competition 	<ul style="list-style-type: none"> Level 1 Intra festivals e.g. end of unit class festival, competition or tournament. Sports Day and School Sports Week. Schools' multi-skills festivals Cluster competitions (SLA package) x6 per year across KS1-2- 		<p>Participation tracker for events. Monitoring provision (identifying gaps for next SLA festival arrangements)</p> <p>All children participate in a planned calendar of competitive sport and competition following on from lessons developing skills and team play.</p>	<p>School part of Staindrop Sports Partnership and Education enterprise which organised competitions & festivals. After school matches took place against Woodland Primary school. All pupils took part in at least one festival or competition per half term. Sports day included a variety of competitive events with stickers, medals and a trophy awarded to the winning team.</p>