

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

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 2020. 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 pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Implemented a progressive and accumulative PE curriculum (RealPE) Identified weaknesses / areas of concern from teaching staff and targeted these through in-house training. Following this training, 90% of staff feel more confident to deliver engaging, motivating and high quality PE lessons Children of all abilities accessing a range of local school competitions, including SEND children. 2 SEND children chosen to represent the county at swimming trials A range of extra-curricular clubs have been provided throughout the year Active30 has been successfully promoted throughout the school Silver School Games Mark awarded 	<p>Unfortunately, due to COVID-19, not all targets set were able to be implemented. Targets unable to be implemented will become a priority in the next academic year.</p> <ul style="list-style-type: none"> MAIN FOCUS: Get children active again: raise profile of PESSPA In light of COVID -19, guidelines to implement PE lessons safely will be shared and followed by all staff. Continuous training on this to be provided. Update equipment to ensure quality PE lessons can continue (gymnastic mats) Follow up training to be delivered to staff to develop knowledge of assessment in PE Continue to monitor and evaluate effectiveness of Real PE and ensure new staff are trained in Real PE Achieve a Gold School Games Mark this year Introduce 'Movement Moments' to promote Active 30, mindfulness and mental health Continue to work alongside SSP

Meeting national curriculum requirements for swimming and water safety. Y6 DATA	
<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>%</p> <p>Unable to assess due to COVID-19</p> <p>Most recent data shows 89%</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>%</p> <p>Unable to assess due to COVID-19</p> <p>Most recent data shows 44%</p>

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% Unable to assess due to COVID-19 Most recent data shows 73%
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?	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: 2019/20		Total fund allocated: £18,700	Date Updated:30.6.2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
Intent	Implementation		Impact	1%
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:
Spare PE kits to be given to class teachers in EYFS – Y6 to ensure ALL children can access PE lessons	<ul style="list-style-type: none"> Provide teachers with a range of appropriately sized spare PE kits Organise cleaning of spare PE kits after use 	£100	All pupils able to access PE lessons. Increased confidence and self-esteem has been noted by teachers about pupils who had previously not participated	Spare PE kits will be washed and looked after to be used in following years Due to COVID-19, action moved to next academic year.
Improve provision of equipment for playtime / lunchtime (Active Playtime) Improve provision of equipment for use in PE lessons	<ul style="list-style-type: none"> Audit PE equipment in school Involve student council / student voice to ensure equipment matches children's wants and needs to encourage participation Provide new playtime equipment for KS1 and KS2 children which matches children's interests 	£100	Pupils voice has been respected, heard and acted upon to ensure children have a range of equipment linked to interests. This has encouraged greater participation of children being active on playtimes.	Monitor equipment and ensure it is well-maintained. Continue to listen to student voice and act upon it. Due to COVID-19, action moved to next academic year.

<p>Selected group of 5/6 children in upper KS2 to lead games and promote active playtimes in KS1 by encouraging younger children to take part in sporting activity</p>	<ul style="list-style-type: none"> Children to receive 'Play Leader' training from SSP Improve equipment for play leaders to ensure children are engaged. Equipment to include special PLAY LEADERS t-shirts, hats and whistles. 	<p>(covered in SSP budget)</p>	<p>Children will have access to varied sport based play activities at lunchtime. Leaders will develop their fundamental movement skills, sportsmanship, resilience, creativity and teamwork. Children will be active at lunch times, which will improve overall health and fitness. Links and relationships built between KS1 and KS2, which helps ease transition</p>	<p>Children to utilise and share their leadership skills. Over the course of the year, further children to be trained to create a new team of 'Play Leaders' which can be rotated. Inactive children to be targets to participate</p> <p>Due to COVID-19, action moved to next academic year.</p>
<p>Ensure all children are active for an additional 30 minutes during the school day</p>	<ul style="list-style-type: none"> Staff training on theory and impact of physical activity on mental health Provide staff with resources / websites / activities for regular 'Movement Moments' Timetable Active 30 opportunities 	<p>Nil - training provided in house</p>	<p>Theory provides context for importance of additional exercise. As ideas and resources have been provided, staff can deliver 'Movement Moments' with ease</p> <p>Allocating time in daily timetable will result in ALL children being active for at least 30 additional minutes per day.</p> <p>Children more focused in lessons and therefore higher quality work produced</p> <p>Promotes positive mental health</p>	<p>Continue to allocate time for Active 30 throughout school day.</p> <p>Becky and Abbie to continue to develop fun and creative ideas for staff to deliver the additional physical activity.</p>
<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:</p>
				<p>%</p>
<p>Intent</p>	<p>Implementation</p>		<p>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:	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>Children's achievements to be celebrated through whole-school assemblies and through social media</p> <p>Promote SMSC through sport</p> <p>Promote mental health through sport</p>	<ul style="list-style-type: none"> Regular assemblies in-school to celebrate the success of events/individuals from the week Sporting news to be shared via schools Facebook page Mindfulness training provided to staff Mindfulness through exercise implemented across year groups 'Sport and Mental Health' week introduced to raise awareness 	<p>Nil</p> <p>Nil as training 'In-house.'</p>	<p>Increased confidence and self-esteem amongst children and a sense of pride in their accomplishments. Encourage more children to participate in sport</p> <p>Increased focus from children following 'Mindfulness' and therefore higher quality work produced</p> <p>Opens up dialogue with children surrounding mental health</p> <p>Provides children with strategies to begin to manage mental health</p>	<p>Continue to promote importance of exercise for emotional well-being and continue to work with PSHE lead regarding this</p> <p>Continue to celebrate children's sporting success. Consider sporting award evening or sporting 'Hall of Fame'</p> <p>Use sports people from local clubs to share talents to promote various clubs / importance of exercise</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	96%
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>Easington Sports Partnership to provide ongoing training / team teach opportunities</p> <p>AK sport</p> <p>PE leads to attend training for REAL PE and follow up in-house training to be then provided for staff</p>	<ul style="list-style-type: none"> Questionnaire to be given to staff to identify weaknesses / areas where staff may lack confidence in PE Training opportunities in these areas to be provided by SSP, AK sports Teachers observe good practise and develop subject knowledge through lesson observations, team teach PE leads attended 3day training Follow up in-house training provided to all staff 	<p>£7221</p> <p>£19,680 pa (contribution of £8,641)</p> <p>£850 license and hard copy resources</p> <p>£1188 for 2 adults on 3day training</p>	<p>Consistent quality of lessons provided across year groups.</p> <p>Accumulative progressive scheme ensures all learners are making progress and challenged appropriately</p> <p>90% of teachers now feel confident to deliver high quality lessons</p> <p>Previously 'inactive' children now participating</p>	<p>If funding is no longer available for SSP, teachers will have developed their subject knowledge and ability to deliver high quality PE lessons</p> <p>Further follow up training to be provided in the autumn term regarding 'Assessment and feedback of PE'</p> <p>Resources purchases (hard copies) can be used in future years</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	3%
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:
Range of extra-curricular clubs provided for children	<ul style="list-style-type: none"> SSP to provide Fencing and basketball club for KS2 children AK sport to provide Dodgeball club for KS2 children School to provide Gardening club, Cookery club, Dance and Drama club, Art club and Baseball club for students across KS1 and KS2 School to supply suitable resources / equipment for clubs to go ahead Apply for license for engaging play for Dance and Drama club Provide costumes for production 	Part of SSP services £100 £500 (license and costumes)	Children are able to sample sports / activities they might not ordinarily have had opportunity to experience Build children's confidence, self-esteem and teamwork skills	Continue to run varied program of extracurricular activities Listen to student voice about future potential clubs Target club for identified 'inactive children'
External agencies (Destination Judo and All Stars Cricket) invited into school to work with children across school		Nil – services offered for free	Links created between community clubs and schools.	Booked in again for following year School to create links with

				other local community clubs Posters for community clubs to be displayed din schools
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Key indicator 5: Increased participation in competitive sport				Percentage of total 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:
<p>Children to take part in competitions and games within school setting and with local schools</p> <p>All children to be given equal opportunities to attend competitions / events</p> <p>Children given opportunity to be part of the Seaham School Football league</p>	<p>A and B teams to be entered in all competitions where possible to allow more children to participate</p> <p>Kurling and Swimming SEND competitions entered with A and B teams</p> <p>Real PE to teach children how to play competitive sport i.e. how to win and loose</p> <p>Make links with parents (wider school community) to assist with football league</p>	<p>As part of SSP</p> <p>Transport TBC</p>	<p>More children motivated to take part in competitive games</p> <p>2 SEN children qualified for county at swimming event</p> <p>Increased number of children wanting to take part in sports they previously weren't interested in</p>	<p>Target most inactive children to enter tiered competition where they can compete against children of a similar ability</p>

Signed off by	
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