

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



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:

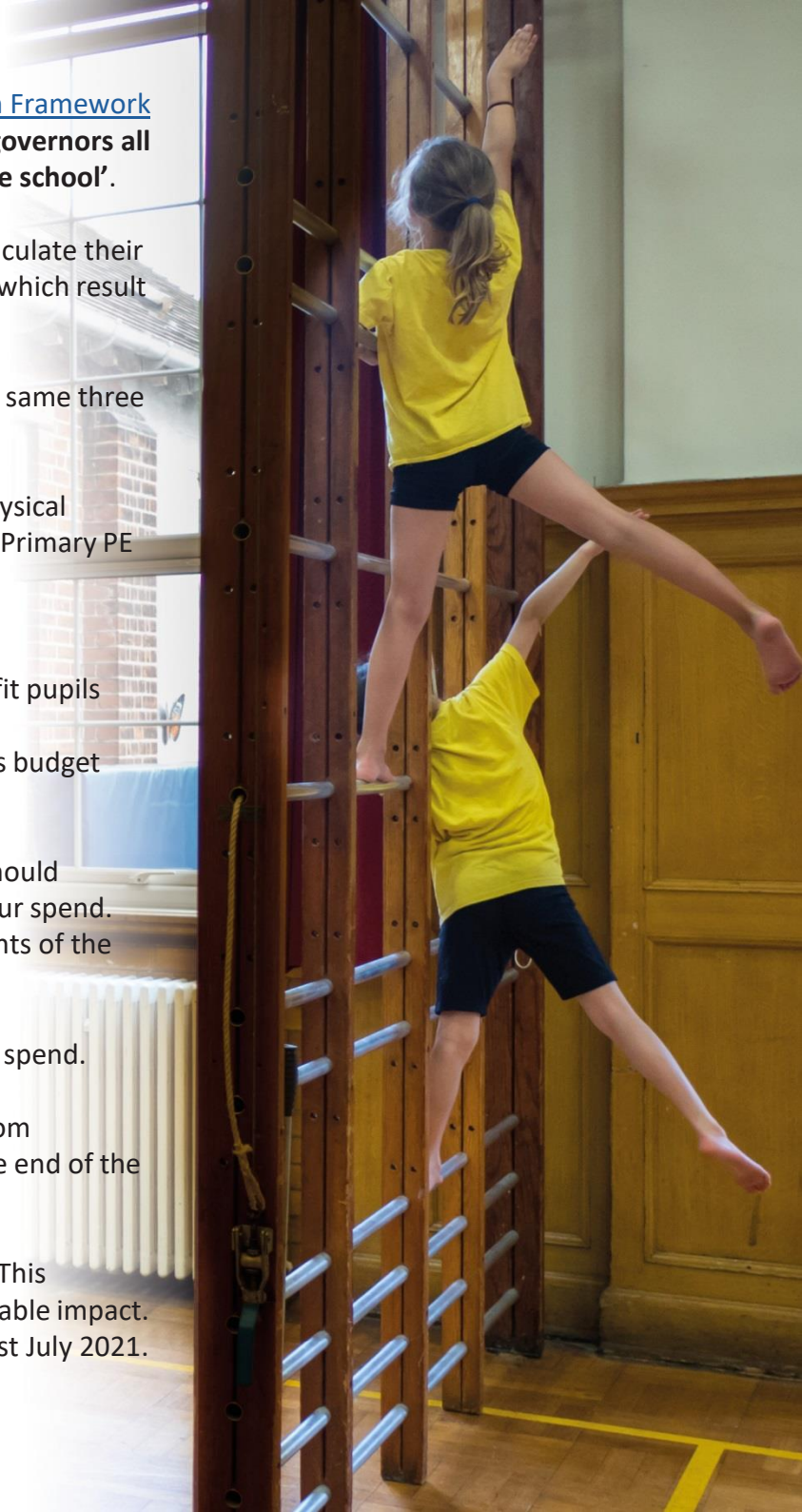
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31<sup>st</sup> July 2021** 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 2021. 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Staff able to deliver a progressive and accumulative PE curriculum (RealPE) which was implemented last academic year but placed on hold due to COVID-19</li> <li>• Children across all year groups (including SEND children) given opportunity to compete in a range of in house competitions including Basketball, Multi-skills, Tennis and New Age Kurling</li> <li>• First place achieved by Y2 Basketball team and SEND New Age Kurling Team</li> <li>• Implementation of Movement Moments which has raised the profile of Active 30</li> <li>• Staff successfully raised the profile of PESSPA during home learning active sessions</li> <li>• Trialled first after school club following COVID guidelines with success</li> <li>• Children’s voice heard and PE equipment to encourage children’s participation in physical activity and physical education purchased</li> <li>• PE lead attended network meetings to ensure knowledge is up to date</li> </ul>	<p>Unfortunately, due to COVID-19, not all targets set were able to be implemented. Targets unable to be implemented will continue to be a priority in the next academic year.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Main Focus: Raise profile of Active30 further by getting children active again through implementation of ‘Fitness Fridays’ and ‘Play Leaders’</li> <li>• Continue to work alongside SSP to promote the profile of PESSPA across the school</li> <li>• Share assessment criteria to ensure consistency when assessing PE</li> <li>• Arrange training for staff to develop subject knowledge and confidence in the teaching of gymnastics and dance</li> <li>• Raise percentage of children achieving Y6 targets in swimming</li> <li>• Provide training for ‘Active learning’</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?NO

**Total amount for this academic year 2020/2021 £ 18,580**  
**= Total spent by 31st July 2021 £18,240.05**  
**Total carried forward to 2021/2022 £340**

<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 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 2021.</p> <p>Please see note above.</p>	59%
<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>	41%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	59%
<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.

Academic Year: 2020/21	Total fund allocated: £	Date Updated:		
<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:	
			%	
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:
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"> <li>Provide teachers with a range of appropriately sized spare PE kits</li> <li>Organise cleaning of spare PE kits after use</li> </ul>	<b>£100 ALLOCATED</b> Unable to spend due to COVID	All pupils able to access PE lessons. Increased confidence and self-esteem has been noted by teachers about pupils who had previously not participated due to lack of kit	Spare PE kits will be washed and looked after to be used in following years <b>Target moved to next academic year due to COVID-19</b>
Improve provision of equipment for playtime / lunchtime (Active Playtime) Improve provision of equipment for use in PE lessons	<ul style="list-style-type: none"> <li>Audit PE equipment in school</li> <li>Involve student council / student voice to ensure equipment matches children's wants and needs to encourage participation</li> <li>Provide new playtime equipment for KS1 and KS2 children which matches children's interests</li> </ul>	<b>£100 ALLOCATED</b> Unable to spend due to COVID	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 new equipment and ensure it is well-maintained. Continue to listen to student voice and act upon it. <b>Target moved to next academic year due to COVID-19</b>

<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"> <li>• Children to receive 'Play Leader' training from AK sport</li> <li>• Improve equipment for play leaders to ensure children are engaged. Equipment to include special PLAY LEADERS t-shirts, hats and whistles.</li> </ul>	<p>£75 (Play Leader License renewal)</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>Ensure all children are active for an additional 30 minutes during the school day</p>	<ul style="list-style-type: none"> <li>• Staff training on theory and impact of physical activity on mental health</li> <li>• Provide staff with resources / websites / activities for regular 'Movement Moments'</li> <li>• Timetable Active 30 opportunities</li> </ul>	<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 Allocating time in daily timetable will result in ALL children being active for at least 30 additional minutes per day.</p>	<p>Continue to allocate time for Active 30 throughout school day.  Becky and Abbie to continue to develop fun and creative ideas for staff to deliver the additional physical activity.</p>
<p>New gymnastics mats purchased</p>	<ul style="list-style-type: none"> <li>• All children to access new gymnastics mats as part of their core PE lessons.</li> </ul>	<p>£935.85</p>	<p>Children more focused in lessons and therefore higher quality work produced</p>	<p>Staff to ensure mats are put away safely and are easily accessible for each year group</p>
<p>New PE sports equipment purchased for all key stages.</p>	<ul style="list-style-type: none"> <li>• All children in each key stage to have access to new equipment to support their</li> </ul>	<p>£777.20</p>	<p>High quality lessons can be delivered safely.</p>	<p>Staff to monitor quality of equipment and take responsibility for putting</p>

	learning and PE experience			equipment away properly
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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's achievements to be celebrated through whole-school assemblies and through social media	<ul style="list-style-type: none"> <li>Regular assemblies in-school to celebrate the success of events/individuals from the week</li> <li>Sporting news to be shared via schools Facebook page</li> </ul>	Nil	Increased confidence and self-esteem amongst children and a sense of pride in their accomplishments. Encourage more children to participate in sport	<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>
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>	<ul style="list-style-type: none"> <li>Teachers observe good practise and develop subject knowledge through lesson observations, team teach</li> </ul>	<p>£7188</p>	<p>Consistent quality of lessons provided across all year groups. Accumulative progressive scheme ensures all learners are making progress and challenged appropriately.</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>AK Sport</p>		<p>£8320</p>	<p>Staff gaining confidence in the teaching of PE and therefore delivering higher quality PE lessons.</p> <p>PE leaders feel more confident in own practise and can feedback to staff.</p>	<p>Further follow up training to be provided in the autumn term regarding 'Assessment and feedback of PE'</p>
<p>PE Leads to attend PESSPA Conference</p>	<ul style="list-style-type: none"> <li>To network digitally with other colleagues in a supportive environment</li> </ul>	<p>£350</p>	<p>Can share mindfulness practise in school</p>	<p>Continue to attend subject leader network meetings Refer to Microsoft teams shared documents to support role in school</p>
<p>Jasmine annual subscription renewal &amp; upgrade: 2021/2022- all four programmes.</p>	<ul style="list-style-type: none"> <li>To provide a clear progressive and accumulative scheme of work which is accessible for all staff</li> </ul>	<p>£594</p>	<p>Accumulative progressive scheme ensures all learners are making progress and challenged appropriately</p> <p>95% of teachers now feel confident to deliver high quality lessons</p> <p>Previously 'inactive' children now participating</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>



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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** 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>Range of extra-curricular clubs provided for children</p> <p>External agencies (Destination Judo and All Stars Cricket) invited into school to work with children across school</p>	<ul style="list-style-type: none"> <li>SSP to provide a range of afterschool clubs including cricket and fencing</li> <li>AK sport to provide Dodgeball club for KS2 children</li> <li>School to provide Gardening club, Cookery club, Dance and Drama club, Art club and Baseball club for students across KS1 and KS2</li> <li>School to supply suitable resources / equipment for clubs to go ahead</li> <li>Apply for license for engaging play for Dance and Drama club</li> </ul>	<p>NIL - Part of SSP services</p> <p>£200 (license and costumes) ALLOCATED</p> <p>Unable to spend due to COVID</p>	<p>Children are able to sample sports / activities they might not ordinarily have had opportunity to experience</p> <p>Build children’s confidence, self-esteem and teamwork skills</p> <p>Links created between community clubs and schools.</p>	<p>Continue to run varied program of extracurricular activities</p> <p>Listen to student voice about future potential clubs</p> <p>Target club for identified ‘inactive children’</p> <p>Target moved to next academic year due to COVID-19</p> <p>Links with Destination Judo and All Stars cricket created and sessions have been booked in again for following year</p> <p>School to continue to create links with other local</p>

	<ul style="list-style-type: none"><li>• Provide costumes for production</li></ul>			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 to be given opportunity to be part of the Seaham School Football league</p>	<ul style="list-style-type: none"> <li>A and B teams to be entered in all competitions where possible to allow more children to participate</li> <li>Real PE to teach children how to play competitive sport i.e. how to win and loose</li> <li>Make links with parents (wider school community) to assist with football league</li> </ul>	<p>As part of SSP</p> <p>Transport £100 ALLOCATED</p> <p>Unable to spend due to COVID</p>	<p>More children motivated to take part in competitive games</p> <p>SEND children won first place in New Age Kurling Competition and Y2 awarded first place in a Basketball in house competition</p> <p>Increased number of children wanting to take part in sports they previously weren't interested in</p>	<p>G &amp; T children given opportunity to take their talents to next level</p> <p>Increased interest in sport</p> <p>Target most inactive children to enter tiered competition where they can compete against children of a similar ability</p> <p>Target moved to next academic year due to COVID-19</p>

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	B. Bell
Date:	13.7.2021
Governor:	
Date:	