

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£10,400
Total amount allocated for 2020/21	£24,815
How much (if any) do you intend to carry over from this total fund into 2021/22?	£17,565
Total amount allocated for 2021/22	£18,130+17,565
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£35,695

Swimming Data

Please report on your Swimming Data below.

<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>	
<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>	57%
<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>	57%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	76%
<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: 2021/22		Total fund allocated:£35,695		Date Updated:		
<p>Key indicator 1: 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</p>					Percentage of total allocation: 94%	
Intent	Implementation		Impact		Sustainability and suggested next steps:	
<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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>		
<ul style="list-style-type: none"> - Educate children in the value and benefits of a healthy active lifestyle. - Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. - Raise awareness of the best places to take part in sport and physical activity outside of school. - Provide opportunities for daily physical activity (daily mile) - Encourage more activity by purchasing MOKI bands. - Provide 'taster days' to offer opportunities in sports children may not experience. - increase activity levels at break times. 	<ul style="list-style-type: none"> - Through PE lessons, sport, science and PSHE ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being. - Build links with local community sports clubs through our SGO. - Encourage use of initiatives such as the 'Daily Mile' in ALL year groups daily. - Each class on a timetable to use MOKI bands to track exercise levels. - Hire external coaches to come into school. - develop active playground facilities for both infants and juniors. 		<p>Cost of SSP 21/22 - £7100</p> <p>Cost of SSP 22/23 - £9000</p> <p>Badges, whistles and lanyards for Sports Crew - £50</p> <p>External coaches – £500</p> <p>Skipping School, £100</p> <p>Quidditch, £0</p> <p>Mini Golf</p> <p>Cost of MOKI bands - £1860</p> <p>Active Playground facilities -</p>	<ul style="list-style-type: none"> - Positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behaviour - Positive behaviour and a sense of fair play - Children taking part in daily additional activities such as 'The Daily Mile' regularly - children across the school more active on a daily basis and enjoy being active (especially when using MOKI) - Higher quality PE lessons with more children active due to improvement in quality and amount of equipment. 		<ul style="list-style-type: none"> - Using MOKI to monitor physical activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time. - children to develop lifelong interest and participation in sporting activity. - children becoming more active at playtimes.

		£15,000		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 93%
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:
<ul style="list-style-type: none"> - Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. - Use PE and sport to develop the whole person including thinking, social and personal skills - Use PE teaching to aid fine and gross motor skill development - Ensure PE and school sport is visible in the school (assemblies, notice boards) - celebrate sporting success - High quality PE lessons delivered during curriculum time. - School staff better equipped/ more confident to teach PE in school due to support from SSP - Monitoring use of schemes and whole school PE coverage - Encourage higher activity levels during the school day 	<ul style="list-style-type: none"> - As a school we are part of the Easington School Sport Partnership which provides the following opportunities: - Additional competitions outside of the School Games programme, comprehensive CPD programme, support from G. Adey - We have also committed to being part of Easington SSP for the 22/23 year - Continue to develop and use whole school plans and assessment. - Develop a team of sports leaders - Help run and record the events for Sports Day. - Runner of the week certificates - whistles, lanyards and badges for Sports Crew - Use MOKI bands to track activity levels for each class. - develop active playground facilities for both infants and juniors. 	<ul style="list-style-type: none"> Certificates for Runner of the Week and stickers for Sports Day - £100 Badges, whistles and lanyards for Sports Crew(see above) Cost of SSP 21/22 and 22/23 (see above) Cost of MOKI bands (see above) Cost of playground facilities(see above) 	<ul style="list-style-type: none"> - Personal development (physical skills, thinking skills, social skills and personal skills). - Attainment and achievement, behaviour and attendance. - PE physical activity and school sport have a high profile and are celebrated across the life of the school - SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. - Continued progression of all pupils during curriculum PE lessons. - Successful sports day held as full key stages with parents attending. 	<ul style="list-style-type: none"> - School staff better equipped/more confident to teach PE in school - Monitoring use of schemes and whole school PE coverage - Staff are provided with a bank of resources/lesson ideas to use in different areas of the curriculum for years to come (Google drive). - Support from Easington SSP will continue for the next academic year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				47%
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:
- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.	-Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. -PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning. -Classes rotated to ensure all teachers benefit from coaches expertise -Subject Leader to attend relevant sport conferences and network meetings to gain relevant information. -Promote Google Drive resources to staff members	Cost of SSP (see above) Cost of coaches (see above)	- Increased staff knowledge and understanding - All teachers able to more confidently plan, teach and assess National Curriculum PE - More confident and competent staff evidenced through feedback - Enhanced quality of provision - Increased pupil participation in competitive activities and festivals - Increased range of opportunities - The sharing of best practice between staff - A more inclusive curriculum which inspires and engages all pupils - Increased capacity and sustainability - Continued progression of all pupils during curriculum PE lessons. - Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE. - wide variety of lesson ideas/resources for staff to use.	- Review staff confidence and competence in delivering high quality PE and school sport - Staff are provided with a bank of resources/lesson ideas to use in different areas of the curriculum for years to come (Google drive). - Provide staff in new year groups with CPD and coaches to support lesson delivery.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7%

Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

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what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<ul style="list-style-type: none"> - Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events/taster days. - Providing additional links to Community Sports Clubs - Children participate in festivals/tournaments held through SSP School Games competitions - Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. 	<ul style="list-style-type: none"> - Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. - Review extra-curricular activities through pupil voice - To keep the noticeboard up-to-date range of clubs currently on offer (changeable throughout the year) - Children to attend the extra-curricular clubs. - School to enter children into sporting festivals/ competitions. - PP/FSM/SEN/EAL given priority to competitions and after-school clubs. 	<p>Hired transport to competitions - £1985</p> <p>Cost of coaches (see above)</p>	<ul style="list-style-type: none"> - Increased pupil participation - Enhanced quality of delivery of activities - Increased staffing capacity and sustainability - Enhanced, extended, inclusive extra-curricular provision - Improved behaviour and attendance and reduction of low level disruption - Increased pupil awareness of opportunities available in the community - improved physical, technical, tactical and mental understanding of a range of sports - Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership <p>Evidence includes - Curriculum map, Registers of participation, Extra-curricular data, student surveys</p>	<ul style="list-style-type: none"> - increase opportunities for KS1 children – in and out of school by requesting ks1 extra-curricular clubs from SSP - Staff are provided with a bank of resources/lesson ideas to use in different areas of the curriculum for years to come (Google drive). - increase the amount of extra curricular clubs. - use colour runs/festive runs, dance days and activity days provided by SSP as part of the 'Gold Package' to give chn greater opportunities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				47%
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:
<ul style="list-style-type: none"> - Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. - Increased participation in School Games competitions. - Provide opportunities for children to learn new skills/sports/activities - Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. 	<ul style="list-style-type: none"> - Engage with partnership coordinators to attend competitions run by the School Sport Partnership. - Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. - Hire coaches to deliver 'taster' days - To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school 	<ul style="list-style-type: none"> Cost of SSP (see above) Cost of coaches (see above) 	<ul style="list-style-type: none"> - Sports day set up and enjoyed by pupils and parents/carers. - children attended inter-school competitions this year (all done within school) - more competitions entered to previous years. - more PP/FSM/SEN/EAL chn involved in invents. <p>Evidence includes -</p> <ul style="list-style-type: none"> - School Games Mark - Competition/ events calendar - Photos displayed at school 	<ul style="list-style-type: none"> - Chn to have coaching before competitions – could be done by rearranging Curriculum map - Continue to attend Partnership meetings - Further widen opportunities for pupils to take part in competitive sporting events - continue to hire coaches for taster days to introduce new sports/skills

Signed off by	
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Date:	19.7.22
Subject Leader:	A. Brown
Date:	19.7.22