

# 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:

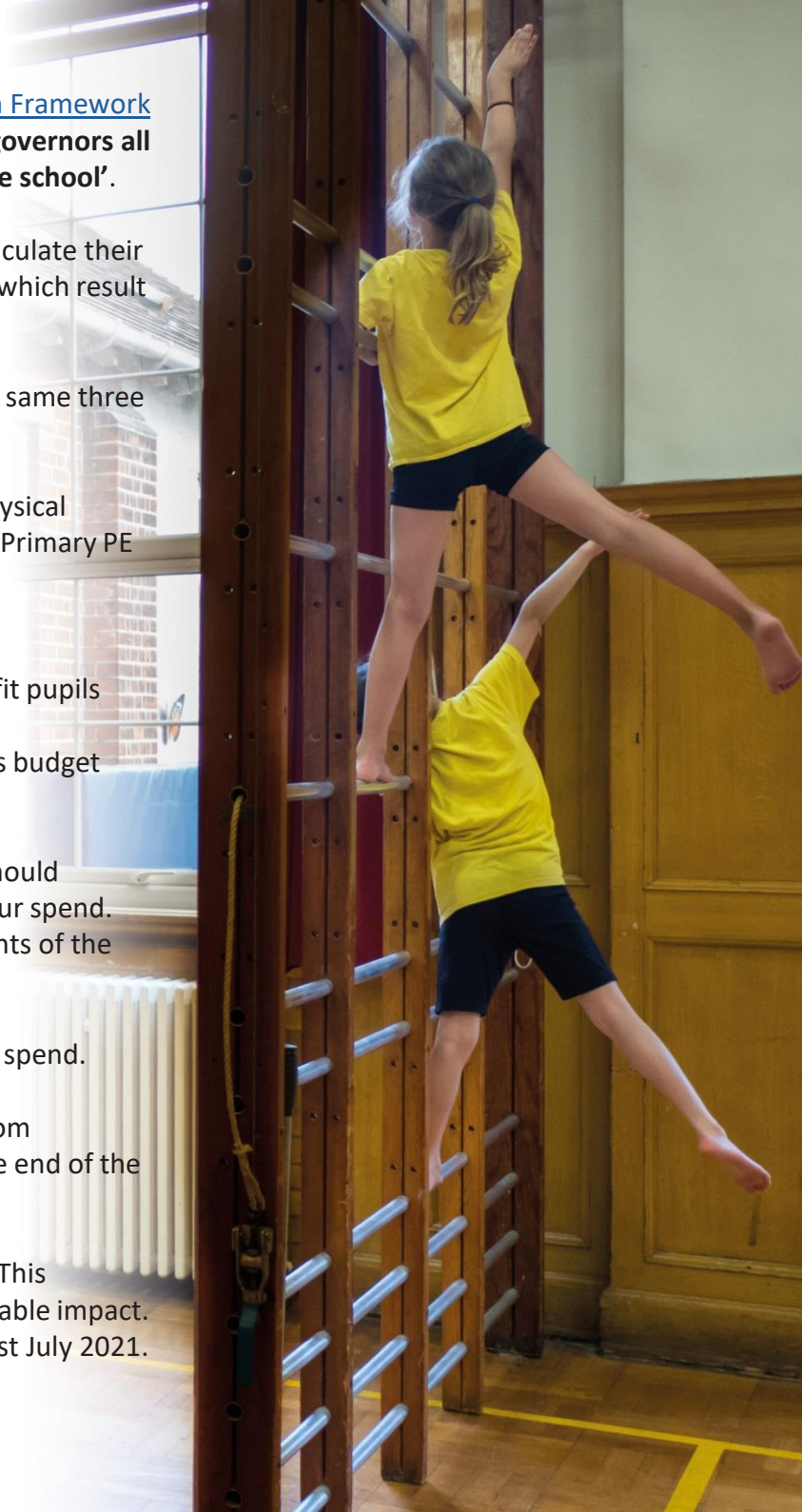
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2020:  | Areas for further improvement and baseline evidence of need:   |
|--|--|
| <p>Good engagement throughout the school closures (January – March). Children were offered a range of challenges including personal and team challenges to complete and send evidence to Subject Leader. Children accessed challenges from both the partnership and the Subject Leader. A range of resources shared to keep children active at home.</p> <p>A plan has been established to cover swimming achievements for those who missed out on their swimming block last academic year. More money will be invested in ‘catching’ these children up.</p> | <p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>A priority for the next academic year 2021-2022 is CPD of teaching staff across school. A staff audit on confidence and competence will direct the subject leader in looking for specific ‘topic’ CPD opportunities or looking into getting more coaches in for half term blocks to work alongside staff.</p> <p>Subject leader to work closely with teachers to plan, assess and teach alongside to upskill staff. Specific time from timetable to work with the identified staff members.</p> <p>Increase active learning in the curriculum.</p> |

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO \* Delete as applicable

**Total amount carried forward from 2019/2020      £0**  
**+ Total amount for this academic year 2020/2021    £20,620**  
**= Total to be spent by 31st July 2021                    £17,049**

|   |        |
|---|--------|
| <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>  | 82%    |
| <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>  | 21%    |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>   | 14%    |
| <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>  | 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: 2020/21  |  | Total fund allocated: £20,620 | Date Updated: JULY 2021  |  |
|---|--|-------------------------------|--|--|
| 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 |  |                               |  | Percentage of total allocation:<br>4%  |
| 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:                                 |                               | Evidence of impact: what do pupils now know and what can they now do? What has changed?  | Sustainability and suggested next steps:   |
| Maintain Sports Crew of 12 UKS2 pupils to support physical activities at lunchtime.   | Ensures Sports crew are visible at lunchtimes & trained sports crew delivering daily activities. | £576 T-shirts                 | More children engaged in physical activity and playground games at lunchtimes in KS2 bubbles.  | Programme in place to recruit new Sports Crew members in the autumn to maintain physical activity programme throughout the year. |
| Increase range of PE equipment available for lessons and activities.  | Audit range and condition of current resources and upgrade or supplement with new equipment.     | £257                          | <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>• Pupils are more active in PE lessons - take part without stopping to rest.</li> <li>• Standards achieved in PE NC are improving with over 93% achieving end of KS attainment target.</li> <li>• Attitudes to learning improved -</li> </ul> |  |

|  |   |                            | better concentration in lessons.<br>• Children able to discuss and ways to be healthy.             |  |
|--|---|----------------------------|--|--|
| <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:  |
|  |   |                            |  | 1%   |
| <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:<br>£250 | Evidence of impact: what do pupils now know and what can they now do? What has changed?:           | Sustainability and suggested next steps:   |
| Celebration virtual assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in sport and PE and to be recognised as a “Sports Star” in assembly. | Achievements celebrated in assembly (match results + notable achievements in lessons etc.).   |                            | Majority of pupils at some point in the year have recognition of achievement in sport in assembly. | The SLT has seen the benefits of the raised profile and is committed to funding these areas if the Primary PE and Sport Premium is discontinued. |
| Notice boards in the corridor raise the profile of PE and Sport for all visitors and parents.  | Sports reports included in weekly twitter feeds to parents, plus PE bulletin summarises termly sport activities.<br><br>Termly maintenance and updating of information. |                            | Pupils remain up to date with sport activities, and achievement of House groups.                   |  |
| Sports Week - All children to engage in sports week which is shared via twitter  | Sports week beginning 21 <sup>st</sup> June. Tracks painted on fields for different ‘bubbles’   | £250                       | Enjoyment and engagement in physical activity across the school.                                   |  |

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| with parents. A range of games and races to appeal to all children. | of children and rewards and incentives purchased. |  | <p>Celebrating all children in different abilities.</p> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>• Pupils are very proud to be involved in assemblies. Sporting photos on our Twitter page and website is impacting on confidence and increased self-esteem.</li> <li>• Increased self-esteem / confidence is having an impact on learning across the curriculum.</li> </ul> | <p>COVID19</p> <p>Had it not been for the restrictions and limitations, we would have anticipated to spend:</p> <ul style="list-style-type: none"> <li>• Role models – local sporting personalities invited into school.</li> </ul> |
|---|---|--|--|---|

| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |  |                          |   | Percentage of total allocation:  |
|---|--|--------------------------|---|--|
|   |  |                          |   | 0%   |
| 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:<br>£0 | Evidence of impact: what do pupils now know and what can they now do? What has changed?:                    | Sustainability and suggested next steps:                                       |
| Audit of staff knowledge and confidence in delivering of P.E  | Questionnaire made for staff members asking them on their confidence and skill in delivering each of the topics in their current long-term plan. |                          | Subject leader to identify where staff need extra CPD to upskill them in the areas of the curriculum.       | Annual staff audit to check confidence in delivering of P.E across the school. |
| CPD of subject leader and vice leader on engagement through lockdown.   |  |                          | Information disseminated to all staff members on how to engage children in physical activity while at home. |  |

|  |  |  |   |  |
|--|--|--|---|--|
| <p>Tennis coach to work with a range of KS1 staff to upskill them on delivery quality lessons.</p> <p>External coaches work alongside teachers to develop coaching skills.</p> | <p>Summer term 2 – one weekly session</p> <p>FJI Judo &amp; Yarm Tennis Club</p> |  | <p>High quality lessons to be delivered to children. Staff upskilled on Tennis skills.</p> <p>Teachers more confident and skilled in teaching specific skills. Children’s health and well-being improved. Children engaged in out of school activity (FIJ JUDO)</p> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>• Skills, knowledge and understanding of pupils are increased significantly - see note about end of key stage attainment targets</li> <li>• Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve</li> </ul> | <p>Staff will learn skills that can be applied each year and also between teaching different year groups.</p> <p>COVID19<br/>Had it not been for the restrictions and limitations, we would have anticipated to spend:</p> <ul style="list-style-type: none"> <li>• CPD for staff for upskilling in specific areas. Subject leader to use the returned audits to arrange CPD.</li> <li>• A wider range of external coaches.</li> <li>• Subject leader to work with staff on upskilling.</li> </ul> |
|--|--|--|---|--|



| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |   |                          |   | Percentage of total allocation:  |
|--|---|--------------------------|---|--|
|  |   |                          |   | 0%   |
| 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:<br>£0 | Evidence of impact: what do pupils now know and what can they now do? What has changed?:  | Sustainability and suggested next steps:   |
| <p>Additional achievements:</p> <p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>Continue to offer extra-curricular activities beyond the normal school day.</p> | <p>School sport taster sessions, such as Judo etc. This will continue into the next academic as not all taster sessions have been possible due to disruption.</p> <p>Staff to deliver extra-curricular activity after school.<br/>After School: 3hours per week</p> |                          | <p>Children are enthused to try different sports and increasingly take part in sport in the community.</p> <p>After school clubs include:<br/>Football (Y4/Y5/Y6 = 92 children).<br/>Netball (Y4/Y6 = 43 children).</p> | <p>Improve links between school and community clubs.</p> <p>Continue to explore ways of identifying those pupils who do not take up additional PE and Sport opportunities and identify the barriers to remove.</p> <p>Staff members will be offering more of a range of clubs.</p> <p>COVID19<br/>Had it not been for the restrictions and limitations, we would have anticipated to spend:</p> <ul style="list-style-type: none"> <li>• More coaches in school to offer children with taster sessions.</li> </ul> |

| Key indicator 5: Increased participation in competitive sport   |  |                              |  | Percentage of total allocation:   |
|---|--|------------------------------|--|---|
|   |  |                              |  | 12%   |
| 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:<br>£2,488 | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:  |
| To participate in virtual competitive sports, competing against children from other schools in our local area.  | Participation in a number of festivals and tournaments including: cross country, tag rugby, athletics, leadership academy training, Santa dash, Tees Valley sports virtual personal challenge week, football & multi-skills. |                              | Improved self-esteem for individuals taking part. Development of sporting attributes including sportsmanship, teamwork and dealing with defeat and disappointment. Sense of pride in representing Whinstone. Greater participation levels. | Development of additional staff to take a lead of leading sports teams etc.   |
| Full partner with Stockton Schools Partnership (SSP)  | Specific time for Subject Leader to plan and attend fixtures, festivals etc.   | £2,488                       |  | COVID19<br>Had it not been for the restrictions and limitations, we would have anticipated to spend:<br>• Transport to festivals, matches and tournaments £3500 |

|                 |                           |
|-----------------|---------------------------|
| Signed off by   |                           |
| Head Teacher:   | Mike Poppitt              |
| Date:           | 7 <sup>th</sup> July 2021 |
| Subject Leader: | Debra Stansmore-O'Connor  |
| Date:           | 7 <sup>th</sup> July 2021 |
| Governor:       | Jane Thompson             |
| Date:           | 7 <sup>th</sup> July 2021 |

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