

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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](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.

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 **31<sup>st</sup> July 2021** at the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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:
<ul style="list-style-type: none"> <li>• Every Year group bubble has been allocated resources enabling them to maintain social distancing, whilst delivering high quality PE lessons. These equipment bundles covered core equipment.</li> <li>• Maintaining the school's commitment to competitive sport through virtual inter-school events. These event allowed us to engage a high number of pupils.</li> <li>• Enhanced outdoor facilities to help our pupils remain active, whilst also following social distancing guidelines i.e. sports markings on playground and KS1 adventure trail.</li> <li>• Developed alternative strategies to engage with external partnerships, enabling them to still impact our pupils' health &amp; wellbeing during lockdown / social distancing.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-engage with external coaching partnerships to pre-covid levels when possible. It is key we ensure our future pupils receive an excellent and progressive PE curriculum.</li> <li>• Assessing the impact of our PE &amp; Sport provision across the whole school. In the future we aim to assess, record and monitor the motor-development of all our pupils.</li> </ul>

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

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over:</b> £3,500	<b>Date Updated:</b> 26.01.2021
<b>What Key indicator(s) are you going to focus on? Key indicator 1, Key indicator 3 and Key indicator 5</b>		<b>Total Carry Over Funding:</b> £3,500
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<b>Your school focus should be clear how you want to impact on your pupils.</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?:</b>
1. Ensuring staff and pupils from have safe access to essential sports equipment, during social distancing restrictions.	Y2 – Y6 classes will receive their own bag of essential sports equipment and planning resources to be used within their bubble only.  Y1 staff and pupils will receive extra equipment to increase their existing class PE equipment and planning resources.  EYFS staff and pupils will receive extra equipment to increase their existing class PE resources.	£2,000  Staff have felt safe delivering PE upon their return to school in Sep 2020, knowing that equipment wasn't contaminated by a different bubble. This created relaxed, enjoyable and productive lessons, which has helped rebuild the physical, social and mental wellbeing of our pupils. Planning resources were selected and purchased after consulting staff. New resources are user friendly and provide quality ideas for lessons. These resources also help ensure a consistent and progressive approach through school.
2. Development of sports facilities to ensure a safe and socially distanced learning environment within PE.	Markings for three separate netball courts installed on playground. Each class within a year group has their own established working zone.	£700  Staff and pupils have designated areas to participate in PE. This enables them to enjoy their lessons in a safe, socially distanced environment.
3. Developing, delivering and engaging with virtual sports competitions or challenges.	Y1 – Y6 pupils will engage in virtual sports challenges and competitions within school or from home. These will be hosted by external partnerships of internally by the sports coordinator.	£800  All pupils have the opportunity to engage in these sports events regardless of their current circumstances. Pupils in isolation, home schooling or school (Key Worker) can all compete against each other.
		Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:  This equipment will help improve the efficient use of time within PE, beyond Covid-19. Staff will be encouraged to use this equipment to deliver short bursts of physical activity during any free time in the timetable. PE lessons should start more efficiently with staff not having use a central store cupboard for every lesson. Sports Leaders will also be trained to use classroom sports equipment to facilitate active break times.  These markings will make it easier for teachers to set establish boundaries for their learning environment in outdoor PE lessons post social distancing measures.  Pupils will benefit from joining together in a positive, fun and active challenge with their peers. Reducing short term effects of isolation and hopefully increasing pupils long term participation with sport.

Meeting national curriculum requirements for swimming and water safety.  N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	All pupils completed a lesson on water safety in their classes.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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.	27.8%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	18.9%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%
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?	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: £21,500	Date Updated: 14.06.2021	
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:
				%
Intent	Implementation		Impact	21%
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:
Further develop our break time facilities and resources, enabling our pupils to be more 'active'.	Expand and improve the KS2 adventure area, making it accessible for more pupils to be active in each break time. Also, providing new 'age appropriate' challenges for all levels within KS2.	£4,500	All KS2 classes have had a Curriculum PE lesson on the new adventure trail. This lesson taught them how to use the equipment in a safe and fun manner. They learnt both individual and team challenges/games.	This is a substantial investment in our outdoor facilities. However, it will provide all of our pupils an opportunity to develop their physical skills in a fun and alternative environment long into the future. We plan to incorporate the use of this resource into our 'Active Breaks' program once social distancing is relaxed. Pupils will be able to complete structured challenges which are supervised by sports leaders / coaches during their lunchtime.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	24%
<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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
Increase awareness of Healthy And Active Lifestyles in our school and the local community.	➤ All Y3/4/5 pupils to participate in a 6-week health and fitness program delivered by LIGA.	£3,600	Pupils understanding of the importance for leading a healthy lifestyle has improved throughout KS2. We continue to work on ensuring they action their new knowledge.	This is a continuous objective within our school. We hope that by teaching young people how to make healthy life-style choices, there will be a positive impact within our local community in the future.
Improved Fundamental movements skills for pupils transitioning between EYFS and KS1.	➤ Provide appropriate resources for the development of EYFS pupils fundamental movement skills ➤ Continue to assess the development of all pupils' fundamental movement skills in Reception. ➤ Monitor data from fundamental assessments in term 3	£1200	New resources and equipment have allowed to EYFS staff to fully deliver a broad PE curriculum focused on developing 10 key fundamental movement skills. More pupils have successfully made progress with their skill development that the previous year.	KS1 pupil's transitioning from EYFS this year have again demonstrated a higher level of fundamental movement skills. They are also more able to engage in PE lessons because of their prior experience in EYFS. We hope the continued support to the EYFS PE curriculum in the form of coaches and resources will sustain this level of progress in the future.
Additional equipment for delivering a high quality PE curriculum to KS1, during social distancing restrictions.	➤ Expanding the PE resources for Y1 pupils during social distancing restrictions. Specifically, hands on equipment such as balls, rackets and bibs etc.	£500	New resources and equipment have allowed teachers to deliver their PE lessons following the same scheme at the same time, whilst maintaining social distancing guidelines.	This equipment will continue to provide Y1 pupils with increased opportunities to participate in PE lessons, beyond social distancing restrictions.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	7%
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:
Enable staff to deliver PE with greater independence and confidence.	<ul style="list-style-type: none"> <li>➤ Provide Year 1 with MFC coaches to engage pupils in new games/activities. Also, mentor teaching staff through lessons and schemes of work for CPD.</li> <li>➤ Youth Sport Trust membership, enabling all staff to access greater bank of resources and planning for lessons.</li> </ul>	£1,500	<ul style="list-style-type: none"> <li>➤ Pupils are moving through our lower years in school with a greater understanding of physical literacy. This is having a positive impact on engagement levels within KS2 PE.</li> <li>➤ Teachers are observing excellent delivery of the curriculum and have access to quality planning material. Teacher's confidence has grown in their own abilities to teach PE, showing greater range of activities and strategies in their delivery.</li> </ul>	The turnover of staff in our school is very low and most of our teaching staff stay in post for a long time. For this reason, our continued commitment to developing our teachers' delivery of high quality PE sessions will impact the future experiences of all our pupils for a long time. As our teachers' confidence towards PE grows, we are able to enhance our school ethos which is focused on developing healthier and more active young people.



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	38%
<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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
Established links with locally based coaching companies and established businesses, which have a positive and sustainable effect on our schools ethos towards 'Active Living' for the future.	<ul style="list-style-type: none"> <li>➤ Continue to develop our partnership with the MFC establishing a strong, visual whole school ethos towards physical activity and healthy living including EYFS.</li> <li>➤ Expose our pupils to lots of new and exciting ways to enjoy physical activity and sport.</li> <li>➤ Develop pupils' physical literacy through specialist coaching and bespoke learning packages.</li> <li>➤ Sign up to Acklam Sports Partnership.</li> <li>➤ Establish working partnership with local Acklam Rugby Club.</li> </ul>	£8,100	<ul style="list-style-type: none"> <li>➤ The MFC Foundation have been involved in every aspect of our school's delivery of PE &amp; Sport. This has really helped inspire pupils to engage with PE and the extra-curricular clubs.</li> <li>➤ Experienced PE teachers from Acklam Grange Secondary School have worked with Y2 teachers to help deliver some exciting and engaging fitness classes. Pupils have experienced personal best challenges and participated in inspiring activities to keep fit.</li> </ul>	In the last year, our pupils have experienced a vast range of alternative sports and activities. We continue to allow our pupils to access alternative activities in an attempt to engage a wider mix of the school's pupil population. In the future our desired outcome is for Y6 pupils to transition into KS3 with a passion for making positive choices towards their health and physical fitness. This will subsequently have a positive impact on the engagement of young people with local community sports organisations.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	10%
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:
Enhanced opportunities to participate in competitive sporting opportunities.	<ul style="list-style-type: none"> <li>➤ LIGA to deliver 5 competitive events and record/submit all scores for competition.</li> <li>➤ Purchase specific equipment for use in the 5 events of this competition.</li> <li>➤ Participate in the Middlesbrough School Games Partnership competition program virtually.</li> <li>➤ Completed 'School Games' framework assessment tool.</li> </ul>	£2100	Pupils experienced new events relating to standard athletics events, learning new skills and techniques. Pupils also experienced the positive impacts of participating in an inter school competition during social distancing restrictions.	The school's dedication to facilitating participation in competitive sport has had a great impact this year. Due to COVID inter-school competitive sport has been delivered through virtual platforms. We also used an external coaching company to help with the delivery. Due to the virtual element of these competitions and the elimination of transporting pupils to an external site, we were able to engage all of our pupils. This significantly increased participation stats and has given us a new outlook for future competitions.

Signed off by	
Head Teacher:	<i>J. Walsh</i>
Date:	14.7.21
Subject Leader:	<i>R. Baldwin</i>
Date:	16.07.21
Governor:	<i>M. Pagan</i>
Date:	16.07.21