

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:

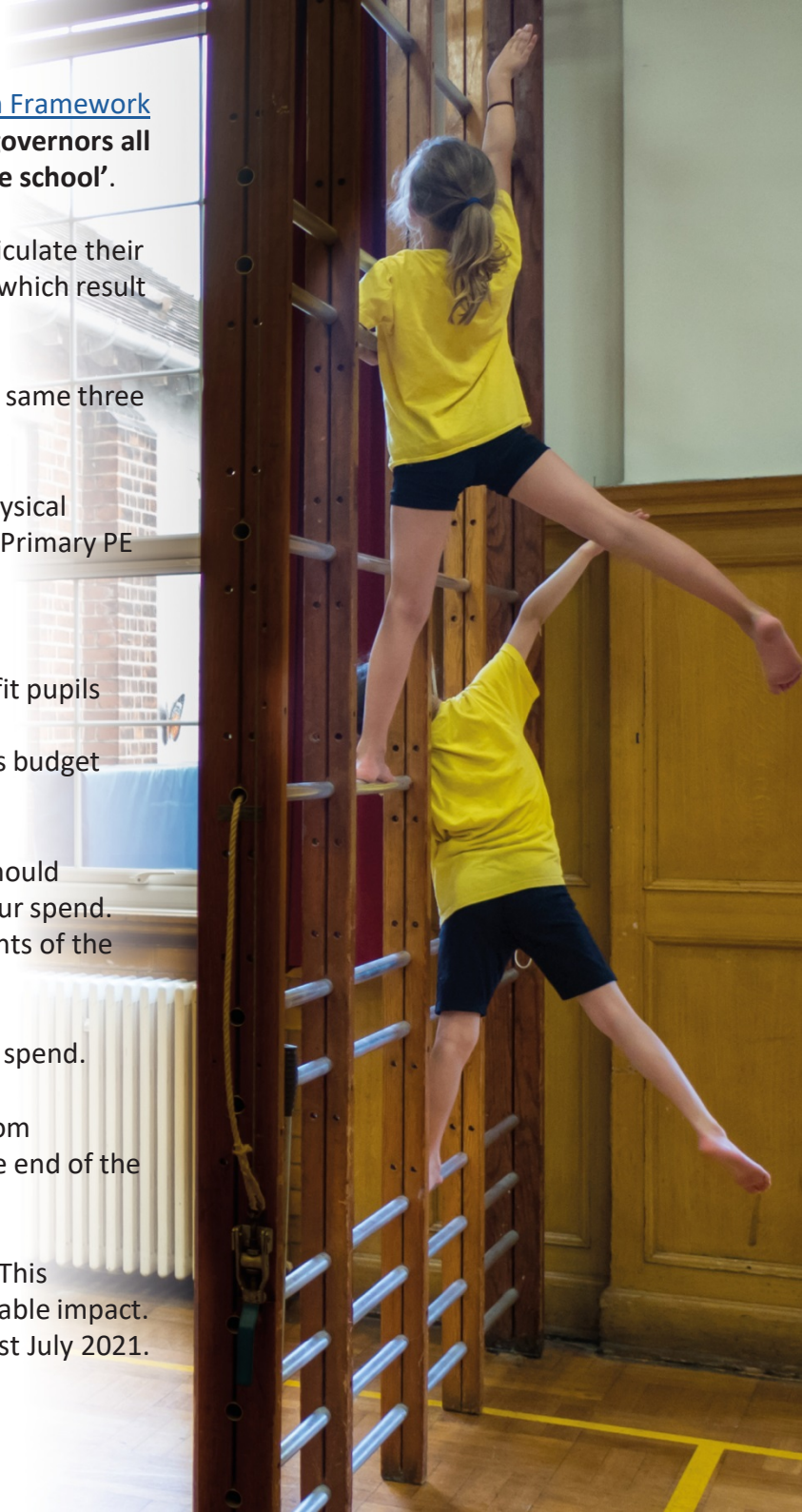
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk 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 **31st 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:
<ul style="list-style-type: none"> • We continued to offer a wider range of activities both within and outside the curriculum. • Our school is well-resourced in terms of equipment and other resources. • Increased confidence, knowledge and skills of all staff in teaching PE and Sport. • Our PE Specialist worked closely with the PE co-ordinator and SLT to update and develop the PE curriculum. 	<ul style="list-style-type: none"> • Continue to look at ways to monitor pupil's physical activity to ensure all pupils are accessing at least 30 minutes a day. • Continue to update equipment year on year to ensure we are well-resourced. • Continue to evaluate and adapt our PE & School Sport Programme to ensure all pupils benefit from the Primary PE & Sport Funding.

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

Total amount carried forward from 2019/2020 **N/A**
+ Total amount for this academic year 2020/2021 **£19,130**
= Total to be spent by 31st July 2021 **£19,130**

<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>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 2021.</p> <p>Please see note above.</p>	26%
<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>	26%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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

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	18%
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 and staff will understand the importance of PE, Physical Activity and School Sport.	<p>Work with SportsforSchools to organise a whole school fun fitness circuit led by a GB athlete to inspire and motivate children and staff.</p> <p>Ensure that the PESSPA programme is used as a tool for whole school improvement.</p> <p>PE and Sport to be a regular item at SLT meetings</p> <p>All PE & School Sport activities are visible on the school calendar</p> <p>Use PE and Sport as a tool to reinforce the School Core Values (Teamwork, Determination, Passion, Self-Belief, Honesty and Respect).</p>	Contribution made to PE specialist salary (total spend £11,130)	<p>Children enjoyed the athlete visit and had the opportunity to ask the athlete questions during an assembly. The athlete was a fantastic role model who showed the children the power of hard work and perseverance.</p> <p>National accreditation e.g. School Games Mark.</p> <p>School Games display boards, School Games section of the school newsletters, social media accounts and school website.</p> <p>PE Specialist regularly attends SLT meetings and provides regular updates to the Headteacher and Governors.</p> <p>Embedded School Core Values (Teamwork, Determination, Passion, Self-Belief, Honesty and Respect).</p>	<p>Ensure children are consulted on the types of activities offered through pupil voice.</p> <p>PE Specialist to regularly feedback to SLT and Governors regarding PE and School Sport</p> <p>Continue to use the School Games Core Values across school.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	20%
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>PE Specialist to work closely with teachers in order to develop confidence, knowledge and skills in teaching PE.</p> <p>Employ qualified sports coaches to work alongside teachers to enhance or extend current opportunities</p>	<p>PE co-ordinator to observe teachers delivering PE lessons.</p> <p>PE Specialist delivering PE CPD to teachers.</p> <p>Ensure Personal Best is a key theme throughout PE lessons. Reframe success by focusing on the process rather than the outcome.</p> <p>Every young person is provided with the opportunity to learn to lead through curriculum PE as part of the lesson structure.</p> <p>PE Specialist to share best practice around inclusion strategies related to PE</p>	<p>Contribution made to PE specialist salary (total spend £11,130)</p> <p>Gymnastics Coach £1,560 (78 hours curriculum PE)</p> <p>£50 AfPE Health & Safety Book</p>	<p>All pupils in Key Stage 1 and Key Stage 2 receive high-quality PE lessons throughout the academic year, raising the profile of the subject.</p> <p>PE Specialist has supported staff with lesson delivery and planning, as a result, teachers are confident teaching PE.</p> <p>PE Specialist completed an online Tennis course, as a result the school received £250 to purchase tennis equipment.</p> <p>PE Specialist and PE Coordinator led a CPD session for staff linked to the curriculum implementation document recently developed.</p> <p>PE Specialist and PE Coordinator met with School SIP to discuss the PE curriculum.</p> <p>A qualified gymnastics coach supported staff with lesson delivery and planning. Teachers are now more confident teaching gymnastics. Children also enjoyed the sessions</p>	<p>Re-evaluate the training needs of existing staff and identify the needs of any new staff.</p> <p>Continue to network and develop links with outside agencies to provide additional CPD needs.</p> <p>Ensure inclusion remains a high priority for all staff.</p> <p>Ensure staff receive training around how we frame competition. Personal Best to be used to prepare to deal with winning/losing.</p> <p>Review and adapt the PE Curriculum where appropriate to meet the needs and abilities of all students.</p> <p>Pupil questionnaires to assess all pupils are having a positive experience in PE and School Sport.</p>

			<p>with a number of them attending the after-school sessions.</p> <p>PE lessons are inclusive; STEP Inclusive Principle is used by pupils and staff which has ensured all children are challenged at the appropriate level.</p> <p>By ensuring Personal Best is a key theme throughout PE lessons children are more prepared to deal with winning/losing. Social outcomes are a key component of lessons and help children deal with competition.</p> <p>School purchased the AfPE handbook for Health & Safety. PE Specialist and PE Coordinator to review current practice.</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	22%
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>Additional achievements:</p> <p>To offer a broad and balanced curriculum across school.</p> <p>Children will have additional opportunities to participate in a broad range of extra-curricular activities.</p>	<p>Replace and replenishing PE equipment and resources for curriculum PE and extra-curricular activities.</p> <p>PE Specialist to work closely with local clubs to provide taster sessions for enrichment activities.</p> <p>Work with Hartlepool Gymnastics Club to set up an after-school gymnastics club.</p> <p>Work with West View Project to offer archery sessions.</p> <p>PE Specialist to deliver a wide range of extra-curricular activities.</p>	<p>£455 for tennis equipment</p> <p>£130 – Swimming Kit</p> <p>£120 for gymnastics coach (6 weeks)</p> <p>Contribution made to PE specialist salary (total spend £11,130)</p> <p>£40 for wheelchair basketball session</p> <p>£798 for 3x gymnastics club visits (Including transport)</p> <p>£1,355 for archery sessions</p>	<p>New PE equipment supports the delivery of PE and allows multiple classes to teach at the same time.</p> <p>Children have accessed a wide range of sporting activities throughout the year in school both during and after-school. Children have developed their skills and confidence in a number of activities.</p> <p>The PE Specialist delivered after-school clubs to KS2 children over a 20-week period. Due to Covid-19, after-school clubs were postponed during the Spring term. The children benefited from the clubs both physically and mentally after lockdown restriction were eased.</p> <p>2 weeks in the Spring term 12 weeks in the Summer term</p> <p>Through our links with local community clubs, 16 children from Y4 had the opportunity to experience a rugby taster session with Hartlepool Rugby Club.</p>	<p>Ensure PE curriculum and extracurricular activities remain linked in order to enhance and extend opportunities.</p> <p>Continue to build strong links with a variety of community providers.</p> <p>Audit PE equipment and PE kit</p>

			<p>12 children from Y5 attended a wheelchair basketball after-school club. Students gained a respect for the sporting abilities of Wheelchair Basketball athletes and an understanding of what teamwork in a wheelchair involves.</p> <p>Our Y3, Y5 and Y6 classes attended Hartlepool Gymnastics club for a visit. The children had the opportunity to work with 4 coaches and use their specialised equipment. Teachers noted how motivated children were following the visit.</p> <p>Hartlepool Gymnastics Club delivered a 6-week breakfast club for Y3 children. The 12 children who attended developed their gymnastics skills and confidence.</p> <p>West View Project delivered archery sessions to every class in school. Each class from Y1 to Y6 received 3 lessons. The children and staff enjoyed trying a new sport.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	18%
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 to receive specialist coaching in a range of sporting activities to improve knowledge and confidence of children in these particular sports. PE Specialist to be responsible for the school competition calendar.	PE specialist to communicate effectively with SLT and teachers regarding sports competitions and events. PE Specialist to ensure appropriate Educational Visit Forms are completed prior to events	Contribution made to PE specialist salary (total spend £11,130)	Due to Covid-19, the number of school competitions was restricted this academic year.	Reviewed existing competition programme on a regular basis considering the changing needs of the pupils. Ensure there are opportunities for individual as well as team sports. Continue to offer a wide range of sports Utilise Sports Coaches when required. Ensure young people are aware of existing pathways and exit routes to local community clubs.

Signed off by	
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Date:	16/07/21
Subject Leader:	Dave Palmer
Date:	16/07/2021

Created by:  association for
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