

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](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, 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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£6,800
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18,630
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,630

Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	54%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	48%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	24%
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?	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: £18,630	Date Updated: 28.6.22	
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	
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"> To replenish PE equipment to ensure children are physically active and engaged during break times and lunch times 	<ul style="list-style-type: none"> Children are physically active and engaged during break times and lunch times. Equipment audit and replacement. Lunchtime staff provided with demonstration lessons of how to use equipment effectively and safely. Purchase outdoor equipment for pupils to use during break and lunch times. 	<ul style="list-style-type: none"> £5400 	<ul style="list-style-type: none"> New playground equipment will ensure children are active for at least 30 minutes a day. Help to develop sporting and social skills when participating in activities. Pupils are engaged with playground games during break times 	<ul style="list-style-type: none"> Equipment managed and cleaned by each year group. Assign sports leaders/lunchtime staff to manage and demonstrate how to use equipment effectively. Continue use of playground buddies to support children with games and looking after equipment
<ul style="list-style-type: none"> To allow children to play a variety of organised games across the playground. 	<ul style="list-style-type: none"> Purchase water-filled dividers to section the playground. 	<ul style="list-style-type: none"> £1500 	<ul style="list-style-type: none"> Pupils will take part in a variety of organised games across the playground. Children have lots of options across the yard and a variety of sporting activities 	<ul style="list-style-type: none"> Assign sports leaders/lunchtime staff to manage and demonstrate how to use equipment effectively.

<ul style="list-style-type: none"> To give opportunities to children to experience a wide range of sports lead by professionals. 	<ul style="list-style-type: none"> Targeted children in full-time education from Y5 and Y6 have received additional PE lessons from qualified and experienced coaches in specific sports and multi-skills to enrich the core PE curriculum and support class teachers CPD. CPD provided through MFC foundation regularly accessed by all staff, including teaching assistants. 	<ul style="list-style-type: none"> £500 	<ul style="list-style-type: none"> Increased confidence in sport and lessons tailored to challenge the more able and support lower attaining pupils through specialist subject knowledge of sports including tag-rugby, basketball, football and netball. 	<ul style="list-style-type: none"> CPD and up-skilling of staff through observations and team-teaching. To continue to track pupils progress and use data to engage all identifiable groups in physical activity
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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	
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"> Take part in inter-school competitions across the area through the Middlesbrough Schools Sports Partnership. 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. 	<ul style="list-style-type: none"> As a school we contribute funding to sustain the Middlesbrough School Sport Partnership which provides the following opportunities: Additional competitions outside of the School Games programme Comprehensive CPD programme PE Conference Outdoor activity days Primary Leadership Academy Sports Awards 	<ul style="list-style-type: none"> £1000 	<ul style="list-style-type: none"> More children interested and taking part in competitive sport. A range of events will be held by Tees Valley Education across linked academies and at various venues. Successful academies will be presented with awards to celebrate the children's success. Personal development (physical skills, thinking skills, social skills and 	<ul style="list-style-type: none"> Continued participation in Middlesbrough Schools Sports Partnership. Staff are more confident at delivering training/P.E sessions for children who excel in sport. School staff better equipped/more confident to teach PE in school Monitoring use of schemes and whole school PE coverage Sports leaders develop

	<ul style="list-style-type: none"> Support from Andy Oliver 		<p>personal skills).</p> <ul style="list-style-type: none"> 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. Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. Interhouse competitions raise profile of competitive sport within school. As many children as possible to participate. Sports leaders impact importance of sport/activity by being positive role models in the school 	<p>younger pupils into becoming leaders themselves</p>
<ul style="list-style-type: none"> Pupils have opportunities to learn to lead during PE & sporting activities. Children to have greater experience and confidence in leading others 	<ul style="list-style-type: none"> YL to assist in running Sports Day and lunchtime activities (as COVID19 protocol allows.) Pupils to lead warm up and activities during curriculum PE lessons. Use of more able pupils to officiate game play. 	<ul style="list-style-type: none"> £100 	<ul style="list-style-type: none"> KS2 pupils all involved in leading during academic year. Rotas. Pupil feedback. Staff feedback on confidence & self-esteem in pupils. 	<ul style="list-style-type: none"> Continue use of playground buddies/pupils to lead on sporting activities and encourage others to participate

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<ul style="list-style-type: none"> To continue upskilling staff in the academy to improve progress and achievement within PE. 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. 	<ul style="list-style-type: none"> Target teaching of PE in areas in which staff are less confident. Embed high quality principles. Training sessions as requested by staff including resources available. Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. Purchase quality assured resources to support teachers and support staff. PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations. Classes rotated to ensure all teachers benefit from coaches expertise (KS1 = skills focus, KS2 = sport specific focus) Subject Leader to attend relevant sport conferences and network meetings to gain relevant information. Liaise with other local schools to share knowledge and 	<ul style="list-style-type: none"> £4695 	<ul style="list-style-type: none"> 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 and lesson observations More sustainable workforce including young leaders. Enhanced quality of provision Increased pupil participation in competitive activities and festivals Increased range of opportunities A more inclusive curriculum which inspires and engages all pupils Increased capacity and sustainability Continued progression of all pupils during curriculum PE lessons. Questionnaires/interviews inform us that pupils enjoy their PE lessons 	<ul style="list-style-type: none"> Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities Further 1:1 lesson observations to monitor staff effectiveness and confidence Higher expectations in a range of activities are being developed, which in turn will mean higher quality lessons, building future sustainability. - Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities

	expertise.		<ul style="list-style-type: none"> Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE. 	
<ul style="list-style-type: none"> Improve subject knowledge and confidence in the teaching of gymnastics (identified through staff questionnaires). 	<ul style="list-style-type: none"> Gymnastics program used across the school in PE lessons to enhance the quality of gymnastics teaching. 	<ul style="list-style-type: none"> £189 	<ul style="list-style-type: none"> 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 and lesson observations Enhanced quality of provision Increased pupil participation in competitive activities and festivals 	<ul style="list-style-type: none"> Further 1:1 lesson observations to monitor staff effectiveness and confidence
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:
<ul style="list-style-type: none"> More after school clubs from outside agencies to target less active children. Rewards for children across the academy 	<ul style="list-style-type: none"> Local after school clubs to be invited to the academy to support provision and range of sports on offer. E.g. Y6 to visit clip and climb 	<ul style="list-style-type: none"> £300 	<ul style="list-style-type: none"> Children's enjoyment at trying something new, which may lead to continued participation in activity. 	<ul style="list-style-type: none"> More after school clubs from outside agencies to target less active children. Rewards for children across the academy

<ul style="list-style-type: none"> Children to experience camping with peers. 	<ul style="list-style-type: none"> Purchase tents, sleeping bags and other equipment needed to camp overnight. 	<ul style="list-style-type: none"> £1446 	<ul style="list-style-type: none"> Children will experience a variety of life skills not normally accessible to many of the children. The trips will also champion teamwork, resilience and respect among other key values. 	<ul style="list-style-type: none"> Regular camping trips for Y5 and Y6.
<ul style="list-style-type: none"> Children to experience a range of activities on academy fun day. 	<ul style="list-style-type: none"> Hire of assault courses and equipment for academy end of year fun day. 	<ul style="list-style-type: none"> £500 	<ul style="list-style-type: none"> Increase fitness, well-being and positive growth mind-set which will impact on other curriculum areas and personal development. 	

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:
<ul style="list-style-type: none"> To promote sport through a world event (Football World Cup 2022). To promote the spirit of the game as a whole school initiative. 	<ul style="list-style-type: none"> Planned for the summer term - a week long programme of activities: assemblies, cross curricular work in class, and physical activities which will culminate in a tournament in the style of the World Cup. 	<ul style="list-style-type: none"> £2000 	<ul style="list-style-type: none"> Annual promotion and awareness raising of the core values of "The Spirit of the Game". All children will take part in the programme of sport wellbeing and healthy eating activities. Sports leaders to help plan and deliver tournament which will promote and raise awareness of the core values . 	<ul style="list-style-type: none"> To promote a different world event every year.
<ul style="list-style-type: none"> More children involved in competitive sports competitions. 	<ul style="list-style-type: none"> Transport to and from the sports competitions. 	<ul style="list-style-type: none"> £1000 	<ul style="list-style-type: none"> More children involved in competitive sports competitions. 	

Signed off by	
Head Teacher:	Darren Higgins
Date:	28.6.22

Subject Leader:	Shane Swales
Date:	28.6.22