

# 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](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. **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	£ 2244.37
Total amount carried over from 2020/21	£ 9843.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£12087.37
Total amount allocated for 2021/22	£16570 .00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£28657.37

## 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. <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>	
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 2022. Please see note above	75%
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	62.5%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	62.5%
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?	Yes/ <b>No</b>

## 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: 2021/2022		Total fund allocated:		Date Updated: July 2022	
<b>Key indicator 1: The engagement of all 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</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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To foster a culture of regular daily movement and exercise as part of the day in school.	Daily Mile/Go Noodle Sessions completed as part of the daily timetable for 20minutes in the morning and 10minutes in the afternoon throughout the school as well as incorporating 'active learning' into as many curriculum lessons as possible.		£NIL	Application for Award of Active 30 from Durham County Council  100% of in school children participating in 30minutes of timetabled activity every day from Monday to Friday.	
To foster a culture of regular daily movement and exercise outside of the school day to parents and carers	Links shared through social media platforms to Durham Sport Active 30 Resources page, particularly the Parents and Carers section and Active TV channel		£NIL	Children verbally reporting the programmes they have watched activities they have tried outside of school.  (5) To develop a reward system (Active 30 Champion of the Week) when children post, through social media channels (Dojo/Facebook), any activity that they have completed during that week that totals 30minutes.	

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:
To develop the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner through regular outdoor, physical activity in the woodland environment to result in resilient, confident, independent and creative learners.	Supply Cover for attendance at last 4 days of course during Autumn Term for 1 Class Teacher and 1 HLTA	£1,028	Increased resilience towards problem solving observed, from the 68% of children across the school who had timetabled sessions, within the Forest School environment as well as social skills enhanced when working on team building activities. Staff observed using links to these sessions to encourage these skills within other areas of the curriculum for the 68% of the children within school.  Further 18% of children to experience the benefits of Forest School activities, as detailed above.  86% of children able to access a wide range of activities within the Forest School environment  86% of children across school experienced physical risk taking management	(4) To continue Forest School sessions across the school during the next academic year for all year groups and develop a progression of skills framework to document achievements, considering the use of Wild Passport for this.  (5) After School Club to be into the extended school day from next academic year to ensure children can continue the benefits outside of curriculum time.  (4) To maintain equipment and replace as necessary  (4) Tools to be maintained and stored appropriately to ensure use in future years. Increased range of tools to be considered during next academic year.
	Further supply cover for 4 days to facilitate completion of Evidence Portfolio to submit for assessment.	£1,028		
	After School Club to be run for 6x1hr sessions for UKS2 to ensure involvement across the whole school, following KS1/EYFS/LKS2 sessions during the school day.	NIL		
To develop supportive, developmental stage appropriate, risk taking that is managed by both the learner and practitioner	Purchase of Forest School equipment	£797.88		
	Initial purchase of tools and fire related activity resources to ensure appropriate activities can be offered. Further purchase of appropriate storage boxes and lockable storage container for these to be secured between sessions.	£172.22		

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:
To equip staff with the knowledge and confidence to effectively support the successful delivery of school swimming lessons.	Attendance at the National School Swimming Programme 3 day course  Cover to attend the above course	NIL  £345.00	Confidence of staff member to effectively support sessions increased, thus accelerating children's progress and achievement towards the swimming competency goals for the end of KS2. This measurement will not be reported upon until children reach Year 6.	(5) Member of staff to implement training during the Autumn and Spring terms for LKS2 and UKS2 swimming lessons, working alongside Durham County Council swimming instructor during lessons.
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:
To experience a new sport and consider the skills to be developed to achieve in this sport.	Whole school Judo taster sessions of 3x45mins  Attendance at Staindrop SLA Sports Festivals	£NIL  £480	100% of pupils now understand the kind of activities involved in Judo at a beginners level and it generated conversations with parents about how to access continued provision.  100% of pupils participate twice a year in activities.	(5) To invite provider into school in 2 years' time to coincide with previous participants moving into new classes to experience different activities in relation to Judo.  (5) To continue next year for the remaining year of the Staindrop SLA. Cluster meeting to be attended to discuss range of activities to be delivered.

	Transport to attend Staindrop SLA Orienteering experience sessions	£192	68% of pupils participated. Directional language and links made to Geography curriculum for EYFS/KS1/LKS2 pupils as well as Orienteering PE Unit delivered to LKS2 following attendance to further apply and secure skills learnt.	(5) To attend during the remaining year of the Staindrop SLA – all dates to be entered onto school calendar as soon as notified to ensure 100% attendance.
	After School Clubs for KS1 and KS2 children offered weekly with children involved in choosing sporting activities in consultation with the outside provider coach.	£315	36% of KS2 children and 40% of KS1 children attending. Teamwork abilities observed to improve and skills development impacting on PE participation and enjoyment.	(5) Sports Clubs to continue as timetabled during next academic year and Archery to be booked in for Summer Term to further increase range of sports available.
	Replacement of Playground Sports Equipment and purchase of alternative equipment.	£463.35	100% of children able to access new equipment on a daily basis. New team games being facilitated by children independently.	(4) Equipment condition to be monitored by Subject Co-ordinator and Lunchtime Supervisors and replace as required.
	Coaching for girls football from Bishop Auckland Girls' Team	NIL	42% of girls throughout the school participated in 3 sessions.	(5) Participants signposted to club sessions following the end of the free tasters
To inspire new activities for children to access during break and lunchtimes.	Application of new Playground Markings	£3850		

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:
<p>To facilitate children's social skills post-COVID in attending large scale events with other schools.</p> <p>To apply skills learnt in curriculum PE to a competitive sporting context.</p> <p>To develop teamwork, leadership and resilience to play competitive sport.</p> <p>To upskill children in rules and games competition skills to participate with confidence.</p>	<p>Participation in Staindrop SLA PE Curriculum linked Inter-School Competitions for whole classes</p>	<p>£327</p>	<p>Staff observations of children's resilience developing to process disappointment and move on to develop determination to succeed.</p>	<p>(5) Participation to continue next year as part of second year of Staindrop SLA</p>
	<p>Participation in Teesdale Primary Schools Football Central Venue League</p>	<p>£50 Entry Fee £143-Classroom Cover</p>	<p>Winners of the Small Schools' League Cup which has encouraged younger pupils to aspire to work towards a place in the team for future years. Leadership, teamwork and developing the skills of individuals through team placement observed during competition from participants.</p>	<p>(5) Participation to continue next year with children wishing to be included in the team to attend football training at an after school club/in school session focusing on ball control.</p>
	<p>Participation in School Games competitions in Netball and Cricket for UKS2 children</p>	<p>£186-Classroom Cover £192-Transport</p>	<p>Final reached in the regional Netball (42% of UKS2) and Cricket (42% of UKS2) competitions. Cricket competition place secured in the County Final. Above team skills also observed.</p>	<p>(3) School Games structure to change next year so that FREE events are festival focused with competition programme becoming chageable.</p>
	<p>Competition focused coach to deliver 50minute training session per week targeted on particular sport and class competing that half term</p>	<p>Part of Staindrop SLA</p>	<p>100% of children receive coaching support which resulted in increase in those wishing to be considered for competition. Paricipating children in competition observed to compete with increased confidence and understanding as well as demonstrate skills development</p>	<p>(5) To continue as part of second year of Staindrop SLA.</p>



	Participation in Bishop Auckland DASH competition for running and field events across KS2.	£96-Transport	developed for the competition. 1 Gold and 1 Silver medal secured in field event with 48% of KS2 children participating in the scheme. Resulting achievements have been observed to encourage children to want to volunteer for next year's team.	(5) Observation of increased motivation of children wishing to be considered for next year's team to attend the event.
	Further set of team bibs	£33.48	Children shown to foster team spirit and demonstrate pride in competing as part of their house team during Intra-School competitions.	(5) Bibs to be available to use during sports competitions moving forward at the end of each block of PE teaching and future sports days.
To facilitate support to deliver all Key Indicators.	Purchase of Staindrop Academy SLA	£2750		
	<b>TOTAL SPEND 2021/2022</b>	<b>£12448.93</b>		

Signed off by	
Head Teacher:	<i>[Signature]</i>
Date:	19/7/2022
Subject Co-ordinator:	<i>L Flatters</i>
Date:	19/7/22
Governor:	<i>K Johnson</i>
Date:	19/7/2022