

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](#).



<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>	37%
<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>	14%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	2%
<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, Y4 children have been provided with top up swimming lessons.

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: £21,250.00		Date Updated:08.07.2021	
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:
					25%
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 provide increased opportunities and ensure pupils undertake 30 mins of activity a day within school. To provide younger children with the opportunities to develop their core strength, balance and co-ordination when taking part in daily physical activities. 	<ul style="list-style-type: none"> To introduce 2 x 10 minute active bursts (Brain breaks) each day across school. Introduce the golden mile as a weekly challenge for KS1 and KS2 children. Updated playground markings for our younger children to provide them with stimulation to take part in outdoor physical activity. 10 balance bikes and helmets purchased for children to use on a daily basis. 	£0 £0 £1,900.00 £3,500.00	<ul style="list-style-type: none"> Teachers have noticed improved fitness levels during the 10-minute active bursts. Children have an increased level of motivation to participate in short bursts of physical activities. A larger proportion of our KS2 children can now run/ jog a further distance than at the start of the academic year. The children also much more resilient and strive to complete the golden mile on a weekly basis. Children have an increased activity level across all months of the year now they have a suitable area to exercise and join in with physical activity. The balance and co-ordination of our younger children using 		<ul style="list-style-type: none"> Continue with active bursts and embed these at set times over the course of the school day. Active learning CPD to be organised for staff so that active lessons can become part of our school day. Increase the number of children accessing the balance bikes as and where necessary. Identify children who may need to develop their core strength and stability further up school and timetable for them to access the bikes. Children to receive more time accessing the balance bikes when we do not have to remain socially distanced

			<p>the balance bikes has increased. More children are confident to use the balance bikes with little to no support from an adult and are using them with some control and speed.</p> <ul style="list-style-type: none"> Staff have noticed that since introducing the balance bikes some children are now able to sit on the carpet or at a table for longer periods of time and with much greater core stability. 	from other classes.
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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:
	8%

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 celebrate children's sporting achievements within school to encourage participation and engagement in wider physical activities.	Purchase termly PE/ sports achievement award (1 child per class every term)	£200.00	Children have increased their participation in intra challenges as they are keen to represent the school at sporting events and competitions.	Continue to raise the profile of PE throughout school using our school games page.
Use physical activity to improve behaviour and increase levels of concentration.	Afternoon play time introduced for all KS1 and KS2 children where needed post lockdown.	£0	Teachers have noticed an increase in pupils concentration and attainment on an afternoon since introducing an additional play time.	Update sports noticeboard celebrating children's achievements and sporting success.
Increase active learning across the curriculum and raise level of physical	Cross curricular orienteering	£1,576.00		Continue to provide children with additional break times during the afternoon.
				Allocate sports leaders for

activity through engaging activities, adventure and competitions within the school grounds.	package purchased including training for staff to develop their professional development		To be completed September 2021	September 2021 to implement orienteering activities during break and lunch times.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
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:
Introduce a new PE Scheme of Work which works effectively across school for teachers to follow with ease and provide staff with clear lesson plans, allowing children to achieve learning outcomes and for their skills to progress across each unit.	Yearly Subscription to PE Passport app purchased to provide staff with lesson plans, assessment tools and video examples of skills.	£699.00	Subscription is beginning in September 2021 – Staff have received training so understand how the app works and the features included for us to utilise within our PE lessons. The implementation of high quality PE will be focused on which follows a sequence of learning, building on children’s abilities.	September – staff to teach lessons from the app and follow the units of work. Continue to build on staff confidence using the app by increasing the features being used as the year progresses.
Teaching staff to lead by example when teaching P.E. and send out a message that PE and sport is important within school.	Staff to wear appropriate PE kit when teaching PE to set a positive example and provide children with the message that PE is important across school.	£0	Staff are leading by example when it comes to dressing appropriately for PE lessons, children are following by also wearing kit that is suitable for PE.	Staff to continue to set a positive and clear example when it comes to PE by joining in with physical activity and wearing clothing appropriate to the lesson.
Upskilling PE subject leader in national initiatives and guidance	AfPE membership – activate membership and identify	£165.00	PE subject leader now feels connected to the national picture	Maintain membership – investigate level 5 AfPE PE


	resources to support Breckon Hill future plans. Receive newsletters and publications throughout the year. In particular health and safety guidance.		and feels confident in accessing resources appropriately.	Specialism Course.
Upskill PE subject leader in reviewing current position and planning for future development	PE consultant identified 2 sessions organised in summer 2021. <ul style="list-style-type: none"> Review current position Plan for 2021/2022 	£375.00	PE subject leader feels more empowered about future opportunities and more confident in making a robust action plan for 2021/2022. Understanding of reporting sports funding is now at a higher level alongside knowledge of evidencing the impact of any actions.	Maintain working with consultant through academic year 2021/2022.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 60%

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:
Additional achievements: Provide all classes with equipment to reduce cross contamination and sharing of equipment to reduce the risk of Covid 19 spreading across school.	All classes to be provided with a box of equipment to be used during break and lunch times as well as PE lessons. Children to have access to a wide range of basis equipment for them to utilise during PE lessons to practice basic skills such as throwing and	£8,567.00	Children have been able to access equipment safely over the course of the year as boxes of equipment have been allocated to each class. Children have been continually able to practise fundamental movements and skills throughout the year and staff have noted to	Monitor the resources in the sports cupboard to ensure there is plenty of equipment for whole classes to use as and when required during their PE lessons. (PE Passport provides a list of equipment needed for each lesson).

<p>Provide children with a broad range of sporting activities and experiences to participate in over the course of the year.</p> <p>Provide Year 4 children with top up swimming sessions due to them missing swimming in the academic year 2020-2021.</p>	<p>catching.</p> <p>Sports week provided children with opportunities to participate in additional sports and activities which are different to that covered within the PE curriculum.</p> <p>2 week block of swimming sessions booked for September</p>	<p>£3,500.00</p> <p>£750.00</p>	<p>improvement on skills such as throwing and catching, skipping and hand eye co-ordination.</p> <p>Children were inspired and engaged in the different activities which they had not experienced before. This allowed for them to access sports and skills which are different from their day to day physical activities and experiences.</p> <p>Taking place September 21</p>	<p>Make links with external organisations to increase children's participation in extra curricular activities.</p> <p>Continue to ensure all children access swimming sessions.</p>
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Key indicator 5: Increased participation in competitive sport				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?	Sustainability and suggested next steps:
Maintain links with other schools in Middlesbrough through school games network.	Maintained membership of Middlesbrough SGO Joy of Movement Winter games Virtual Easter Games	£0	Subject leader now understands how to utilise school games website through support given by SGP. Children have participated in a range of virtual games which have promoted children to 'be their best' this has increased children's motivation to participate and increased the number of intra school events and competitions which have taken place across school over the academic year. Events participated in have been: <ul style="list-style-type: none"> • 400 m run • Speed bounce • Standing long jump • Chest push • Golden mile • 1km run 	Maintain collaboration with Middlesbrough partnership. Aim to reintroduce competition in accordance with Covid 19 guidelines

Signed off by	
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Date:	14.7.21
Subject Leader:	Abbey Fisher
Date:	14.7.2021
Governor:	Ian Mawson
Date:	14.7.21