

# 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](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 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:
<p>Staff have accessed a wide range of online training courses during lockdown and school closures that they would normally not have been able to access.</p> <p>A new Trampoline was ordered prior to COVID</p> <p>Measurements and costings were completed for the implementation of a sound system and interactive whiteboard in the sports hall to be used for PE lessons as well as extra-curricular and cross-curricular activities.</p> <p>The use of PESSPA as part of the recovery curriculum post Covid.</p> <p>The delivery of PESSPA during lockdown through online learning platforms.</p>	<p>Continue to upskill staff and deliver this training to others throughout the department.</p> <p>Develop outdoor area with PE/gym equipment</p> <p>Continue to develop the sports hall using sustainable resources</p>

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

Delete as applicable

**If YES you must complete the following section**

**If NO, the following section is not applicable to you**

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: £5332</b>		<b>Date Updated: September 2020</b>	
What Key indicator(s) are you going to focus on? Key indicator 1					Total Carry Over Funding: £5332
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Due to lockdown, a large proportion of students have missed out on engaging in physical activity. The intent behind the focus on key indicator 1 is that students complete at least 30 minutes of physical activity each day. To reengage students into physical education using PESSPA as a vehicle. To promote physical activity for wellbeing. To begin to address the obesity crisis. To increase the confidence of students to engage in physical activity.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>For all pupils in KS1 and 2 to access a more diverse sporting offer through staff being L2 trampoline trained.</p> <p>Greater access to physical activity interventions using the Trampoline.</p> <p>To purchase and install a projector and screen for the sports hall to allow for socially distanced physical activity to take place.</p> <p>To purchase team PE kit in order to increase confidence in engaging in sport and inter-school competitions.</p>	<p>Carry over funding allocated:</p> <p>£500</p> <p>£4772</p> <p>£60</p>	<p>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?</p> <p>Pupils are now re-engaged in physical education lessons due to the whole school focus on increasing physical activity in school.</p> <p>Due to COVID-19, lots of lessons have taken place in the outdoors which has had an impact not only on students' levels of physical activity but also on their mental health and wellbeing. Trampolining interventions have been successful in building confidence of students and we now have 100% engagement in Trampolining in curriculum PE.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</p> <p>These have been sustainable changes within the school. The benefit has been proven across the whole school. The upskilling of staff has led to more students having access to physical interventions which has resulted in a greater number of students participating in curriculum PE lessons. It has improved overall physical activity for all students which is a focus for the coming academic year.</p>	

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.	n/a Due to COVID-19, we have been unable to go swimming this academic year and so no assessment can take place.
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 2020.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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: £	Date Updated: September 2020	
<b>Key indicator 1:</b> 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:
All students in Primary to engage in Active 30 daily. All students to access a range of types of physical activities. All students to benefit from physical activity breaks during the day.	Students to continue to access Active breaks and lunchtimes. Staff to deliver active blasts throughout the school day.	£200	Croft Community School is now an Active 30 and we have made a pledge that students will engage in at least 30 minutes of activity throughout the day. Subject leaders have trained staff in PESSPA, using active blasts across the curriculum. Although students are in bubbles, students engage in active breaks and from September 2021, students will have access to active lunchtime clubs. Behaviour incidents in lesson transitions have been reduced and behaviour at break times. It has been difficult to track this accurately due to school closures, bubble closures and staff isolation periods, however, this will continue into September. Being active has	It is a sustainable investment to ensure that all students are physically active for at least 30 minutes per day. The next steps are to purchase equipment in order to run lunchtime and after school clubs to increase participation in physical activity further. The equipment purchased will be sustainable and meet the needs of all students. Moki watches will be purchased in the next academic year due to the outdoor gym costing more than initially anticipated. The outdoor gym has been ordered but due to problems with suppliers due to COVID-19 there is a slight delay to the installation but it will be
	Moki class pack wrist band watches to be purchased and trialled as an intervention with different groups of students.	£672		
	Outdoor gym equipment to be installed in accessible areas for the students.	£16,000		

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			increased the confidence of students and has resulted in greater engagement in curriculum PE.	installed by September 2021.
<b>Key indicator 2:</b> 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:
<p>To increase awareness of PESSPA amongst the school community.</p> <p>Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</p>	<p>Promote PESSPA on Facebook and Blog</p> <p>Develop Sports leaders/PE Steering group</p> <p>Celebration assemblies, trophies and medals</p> <p>Achievements celebrated in assembly (match results + notable achievements in lessons etc.)</p> <p>Different classes to do dance/gymnastics displays</p>	£100	<p>Having sports leaders has had a profound impact not only on the sports leaders but on the whole school. Young leaders from secondary have been trained up by an Olympic athlete as mentors and have worked with primary students in order to engage them in physical education and physical activity. This has resulted in the profile of sport and PESSPA being raised throughout the whole school and this is celebrated on the school blog, website and Facebook page. Sports Day was successful for the whole school and this was advertised and celebrated on the website and blog. Achievements were then celebrated in whole school assemblies, therefore, raising the profile. Student</p>	<p>The confidence that has been developed amongst the sports leaders and mentees is a sustainable quality. It has had a profound effect on the whole school and increased confidence to engage in PESSPA. SLT have seen the benefits of sports leaders and PESSPA on the learning, mental wellbeing and behaviour of students across the school and will continue to sport these areas even if sports premium is discontinued. The students have an active role on decisions made and the profile of PESSPA throughout the school.</p>

			mentors are having a celebration event with their mentees at the end of this academic year and the impact of their programme will be shared with the athlete as well as wider school community.	
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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:
Pupils to benefit from upskilled staff delivering a wide range of sports confidently and competently. Pupils will access an exciting, engaging, diverse, broad and balanced curriculum.	CPD audit trail to be done by subject lead and courses to be booked and attended by staff.	£2000 CPD & cover	Outside CPD has been unable to take place due to COVID-19 restrictions, however, much work has been done within the PE department to train and upskill staff. Team teaching has taken place amongst primary staff and secondary PE lead has delivered training to primary teachers and teaching assistants about the expectations in PE. One staff member reported that "I feel so supported in my delivery of PE, whenever I am unsure of a topic, there is always someone I can ask. We help each other, observe others lessons and this has had a massive impact on the confidence of staff throughout primary"	The next steps are to engage in outside CPD courses once restrictions have lifted. The sharing of effective teaching strategies is sustainable as all staff will be supported in feeling confident in their delivery of PE and support within and outside of the PE curriculum. Upskilling of staff ultimately has a positive impact on the learning and development of all pupils.
Pupils to benefit from knowledgeable and confident staff.	Re-join AfPE (school membership) to ensure access to specialist and expert support, thus keeping the school fully up to date.	£111		
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	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:

consolidate through practice:				
For all pupils in KS1 and 2 to continue to access a broad and balanced curriculum that will prepare them for the KS3 PE curriculum.	Purchase additional PE equipment to support the delivery of a wider curriculum and disability sports.	£1000	Pupils are engaged in a wider range of sports and activities. Students have new climbing equipment as well as equipment that enables them to engage in a wider range of sports and activities. Students will have access to expeditions/residentials due to the purchasing of outdoor education (OAA) equipment which enriches them holistically.	Money used to purchase this equipment is sustainable as it is equipment that is robust and will have an impact on students for a number of years. The wider range of equipment means that students can access more inter school sports competitions and festivals.

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 raise the profile and importance of PE as a subject and for students to be proud of the school community and PE department.</p> <p>To access a greater range of intra and inter school sporting competitions and festivals.</p> <p>To increase confidence of students to participate and compete in a range of sporting activities.</p> <p>To access competitive festivals and competitions arranged by the SLA.</p> <p>To compete in school sporting competitions, fun days and charity events.</p> <p>Students to be motivated and excited to participate in sporting events.</p> <p>To develop resilience of students.</p>	<p>Purchase strips for students.</p> <p>Purchase staff uniform.</p> <p>To organise and host Boccia and New Age Kurling competitions through Derwentside partnership.</p> <p>To develop a boy's football team to compete with other schools in the federation.</p> <p>To enter teams into the dance festival and other sporting competitions.</p> <p>To arrange competitions for Sports Day, Sport Relief, Comic Relief.</p>	£600	<p>Due to COVID-19 restrictions and lockdown, competitive events have been unable to take place. However, as a school, we have used curriculum PE and extra-curricular time (lunch clubs for example) to engage students in competition. Sports day races gave our students a taste of competing in competitive athletic events. A football coach has been into school from NUFC training a boy's football team and when restrictions lift, these students will compete in leagues with other schools.</p>	<p>Money used for school sports will be carried on to support school games and inter school sports competitions and festivals. This is a sustainable investment in making links to other schools in order to organise our own competitions. By participating in competitive sports, we are preparing our students for adulthood and developing qualities in them that will assist in all aspects of their lives.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Miss Lucy Herkes

Created by:    

Supported by:



Date:	12 <sup>th</sup> November 2020
Governor:	
Date:	