

## Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

## **Commissioned by**

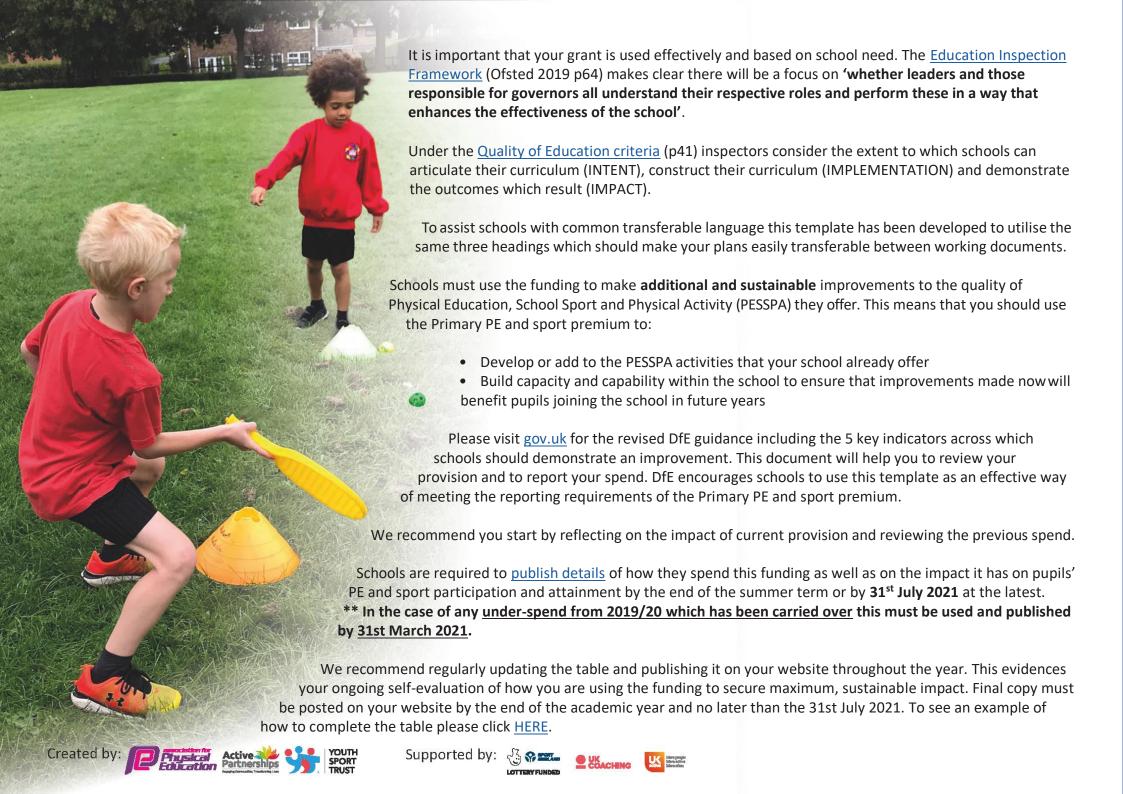


Department for Education

## **Created by**







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:
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. A new Trampoline was ordered prior to COVID 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. The use of PESSPA as part of the recovery curriculum post Covid. The delivery of PESSPA during lockdown through online learning platforms.	Continue to upskill staff and deliver this training to others throughout the department.  Develop outdoor area with PE/gym equipment  Continue to develop the sports hall using sustainable resources

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













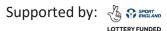
If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Total Carry Over Funding:
£5332
mpact
impact: How can the the impact on you may have the difference the A PA have made engagement with the that changed?  These have been sustainable changes within the school. The benefit has been prover across the whole school. The benefit has been prover across the whole school. The benefit has been prover 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 Plessons. It has improved overall physical activity for a students which is a focus for the coming academic year.
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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?  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.	%
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











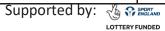
## **Action Plan and Budget Tracking**

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	
	all pupils in regular physical activity – east 30 minutes of physical activity a		fficers guidelines recommend that	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.  Moki class pack wrist band watches to be purchased and trialled as an intervention with different groups of students.	£200	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	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
Created by: Physical Active Partnerships	Outdoor gym equipment to be installed in accessible areas for the students.  Supported by:   Supported by:	£16,000	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	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

			increased the confidence of students and has resulted in greater engagement in curriculum PE.	installed by September 2021.
Key indicator 2: The profile of PESSP	A being raised across the school as a t	tool for whole so	hool 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 increase awareness of PESSPA amongst the school community.  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.	Promote PESSPA on Facebook and Blog  Develop Sports leaders/PE Steering group  Celebration assemblies, trophies and medals  Achievements celebrated in assembly (match results + notable achievements in lessons etc.)  Different classes to do dance/gymnastics displays	£100	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	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









	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.	













Key indicator 3: Increased confidence	, knowledge and skills of all staff in	teaching PE and s	port	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.  Pupils to benefit from knowledgeable and confident 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.
Key indicator 4: Broader experience o	f a range of sports and activities off	ered to all pupils	process of the second	Percentage of total allocation:
Intent	Implementation		Impact	/0
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 Created by:  Active Physical Partnerships	Make sure your actions to achieve are linked to your intentions:  Supported by:	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.	to support the delivery of 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	school sports competitions and













<b>Key indicator 5:</b> Increased participation	on 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:
To raise the profile and importance of PE as a subject and for students to be proud of the school community and PE department.  To access a greater range of intra and inter school sporting competitions and festivals.  To increase confidence of students to participate and compete in a range of sporting activities.  To access competitive festivals and competitions arranged by the SLA.  To compete in school sporting competitions, fun days and charity events.  Students to be motivated and excited to participate in sporting events.  To develop resilience of students.	Purchase staff uniform. To organise and host Boccia and New Age Kurling competitions through Derwentside partnership. To develop a boy's football team to compete with other schools in the federation.		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 extracurricular 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.	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.

Signed off by		
Head Teacher:		
Date:		
Subject Leader:	Miss Lucy Herkes	
Created by:	Education Partnerships Truck	SPORT ENGLAN





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











