

# 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:

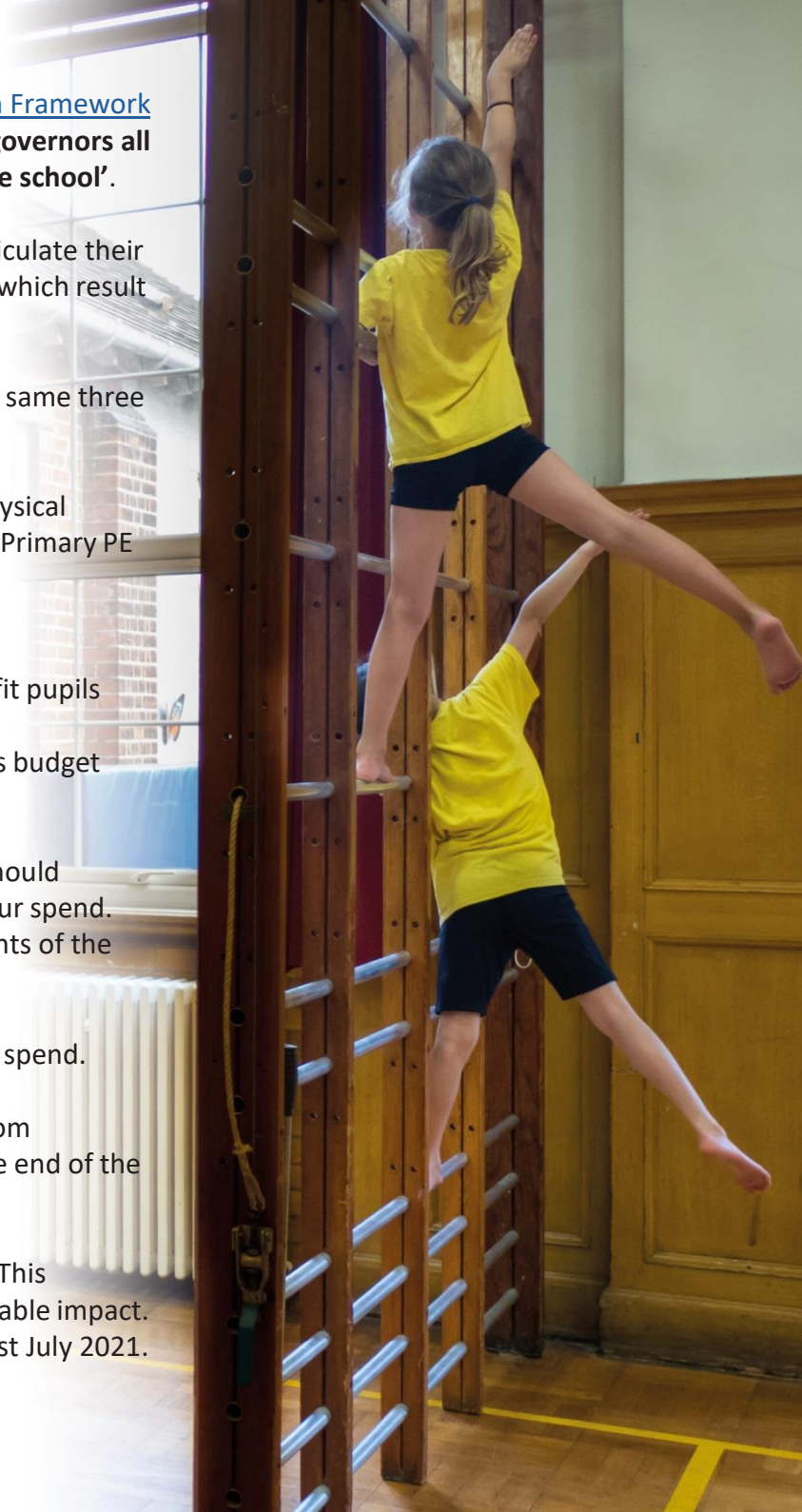
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](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 by the end of the summer term or by **31<sup>st</sup> 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](#).



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>All children participate in one 60 minute PE session a week outdoors. In addition to this children are active fulfilling PE time during break and lunch where organised active games are planned as well as opportunities presented during curriculum lessons to ensure 2 hours are met. (Key indicator 1). (This adjustment is due to unavailable indoor PE space with Covid19/Bubble restrictions)</p> <p>Raising the profile of PE across school promoting competition and participation via the school games PE display board. Internal competition between bubble groups and school games awards presented for each PE lessons (Key indicator 2).</p> <p>All children receive sessions of professional sports coaching which allows staff to observe and learn key skills in the delivery of different sports increasing their professional skills. (Key indicator 3).</p> <p>Children are offered a broad range of sports both through curriculum delivery and the provision of after school clubs. (Key indicator 4).</p> <p>School is part of the Middlesbrough school's competitions allowing a wide range of competitive sports and a variety of levels of competition. **However, due to Covid 19, all events were held virtually and internally logged via SGO's. (Key indicator 5)</p>	<p>The profile of sport being raised across school as a tool for whole school improvement. (key indicator 2)</p> <p>Develop a range of ability teams across key stages to ensure maximum participation at Middlesbrough Schools events where possible. All events are set to return in Autumn 2021, therefore providing greater scope for establishing ability teams rather than 'Bubble/zone' competitions.</p> <p>(Key indicator 5)</p>

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

YES/NO \* Delete as applicable

<b>Total amount carried forward from 2019/2020</b>	<b>£.....7210.00.</b>
<b>+ Total amount for this academic year 2020/2021</b>	<b>£.....8638.41</b>
<b>= Total to be spent by 31st July 2022</b>	<b>£.....15848.41</b>

**Possible underspend plan to renew KS2 playground equipment.**

<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><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></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><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 2021.</p> <p>Please see note above.</p>	68%
<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>	50%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	68%
<p>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?</p>	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:	
<p><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</p>					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>School provides one 60minute session for all children every week. Providing both an outdoor session. Activities are provided at break times and lunch times for children to be physically active through the use of the all-weather pitch as well as activities provided by staff such as skipping, basketball and balance beams in KS2. This has helped to fulfil 2 hours physical activity time whilst unable to facilitate further PE lessons due to Covid19 restrictions with bubbles/zones.</p> <p>A range of sporting based after school clubs delivered by trained staff members: Netball</p>	<p>Increased range of break and lunchtime activities through TA staff and sports leaders in UKS2 zones. Some afterschool clubs resumed now Covid19 restrictions are easing.</p>			<p>All staff deliver the timetabled PE sessions. Break and lunch time sessions have been very successful with all children participating and being actively encouraged to join in the activities available.</p> <p>Afterschool clubs are well attended.</p> <p>Children enjoyed participating in a range of physical activities and several mini internal competitions were held in each zone/bubble to provide opportunities for competitive sports until they formally return in Sept 2021.</p>	<p>PE sessions will resume to 2 full hours and are fixed and sustainable. Staff are readily available to provide activities at lunch and break time alongside sports leaders.</p> <p>Staff observe professional coaches to help with future delivery of sport. Equipment has been updated to allow the continuation of sessions to be delivered.</p> <p>Next steps: Continue to provide a range of activities available to children through</p>

<p>Archery and Basketball. This will increase as restrictions with covid19 ease.</p> <p>Children in Y4 will complete the compulsory swimming sessions at a slightly later date of October 2021 due to Covid restrictions.</p>				<p>both staff and professional coaches during both curriculum and afterschool events.</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>All children are aware of the PE display board and informed with updates via weekly zoom assemblies.</p> <p>Sports crew trained with new equipment to complete a range of break time games across own zone/bubble.</p> <p>Facilitate in house competitions to raise PE profile across zones and</p>	<p>Communication via assembly and Key stage meetings advised all staff of events up and coming.</p> <p>Current Y6 sports crew trained new sports crew prior to leaving.</p>	<p>Replenish sports equipment: £ 1434.59</p> <p>Equipment Check: £200.00 (Indoor &amp; Outdoor)</p> <p>Equipment repairs £895</p>	<p>Increased participation internal/zone competitions across school due to Covid19.</p> <p>PE profile raised with children excited to hear of up-coming in school events.</p>	<p>Continue to raise PE profile through effective use of notice board. Upcoming events, trials and successes.</p> <p>Use school website effectively including tweets to communicate/update parents sharing successes, upcoming events and images where possible.</p> <p>Ensure new Y6 sports coaches</p>



encouraged each term for class teachers to organise.				in place for upcoming academic year.
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	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:
Professional sports coaches worked alongside class-based teachers to ensure all staff upskilled with a range of sports.  Staff members with particular sporting strengths worked with children during lunch time and break time prior to competitive sporting entry.  Virtual coaching attended through school games.	Staff continue to develop skills training alongside professional coaches.  Professional coach to complete staff training event to ensure confidence in delivering range of PE sessions.	Playground markings and MUGA cleaning: £6167	Staff confidence has increased and as a result, a wider range of sports have been offered during lunchtimes with a view to greater offering in Sept 21 now covid restrictions eased.	Staff to form own sports teams to encourage participation and confidence in delivery of PE across school.  Continue to share best practices and sporting strengths to be used to coach children.



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:
<p>Additional achievements:</p> <p>Children are currently offered a wide range of sports and activities provided by staff and sports coaches.</p> <p>As well as taster sessions in judo/dance and cycling in Oct 2021.</p> <p>Further afterschool clubs to be reintroduced falling lockdown easing.</p>	<p>Continue to develop after school clubs.</p> <p>Continue to develop links with local sports clubs including hosting school games and competitions with neighboring schools</p>		<p>After school clubs are resuming with waiting lists. Children's skills are developing in a wide range of sports. Competition results in zone bubbles are improving.</p>	<p>A range of sports is sustainable through staff, coaching and after school provision.</p> <p>Introduce new sports that work within our setting.</p>

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:
Children continued with coaching from staff and sports coaches to form teams for internal competitive events. All children to participate allowing access to competition at a range of levels within zone/bubbles.	All children have been present at zone/bubble competitions participating in a variety of events. Provided team practice opportunities prior to events, delivered via a range of teaching staff and professional coaches.	Middlesbrough School games: £1000.00	Increased level of engagement in competitive sports. Including less active/able children as whole zone/bubble participation.  More children are active and excited about competitive sports. Engagement/participation in KS1 improved with mixed ability teams encouraged in zones/bubbles.  Virtual sports challenges set and children participated.	Continue to participate in Middlesbrough School's competition circuit virtual and, as of September, face to face competitions returning.  Develop teams further through staff and professional coaching. Continue to provide A/B and C team where possible. Support inclusion ensuring a range of children with varying abilities represent school comps.

Signed off by	
Head Teacher:	
Date:	15.7.21
Subject Leader:	Emma Hills
Date:	
Governor:	
Date:	