



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education



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 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 **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](#).

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.

Key achievements to date until July 2021 (due to COVID-19 lockdown):	Areas for further improvement and baseline evidence of need:
<p>2020-21</p> <ul style="list-style-type: none"> • Every child continued to receive 2 hours of quality PE time in school/given access to quality resources. • Active 30 pledge – currently awaiting award recognition. • KS1/Reception – increased levels of activity due to planned outdoor learning opportunities/continuous provision. Adults reporting improved concentration in lessons. • All staff received CPD to decrease sedentary behaviour May '21. Staff confidence continuing to develop – positive feedback – staff voice/pupil voice? • EYFS leader/KS1 Leader developed outdoor provision alongside Kate Gingles (Professional Development advisor) in Autumn Term /20. Funding allocated/new areas established/quotes • 2020-2021 Whole school active celebrations/Level 1 intra-school competitions such as a Reindeer Run/in-house class competitions/sports day. • KS2 invited to take part virtual Sainsbury's School Games competition during lockdown period. • The Subject Leader is strong in her commitment to high quality Physical Education, School Sport and Physical Activity (PESSPA) opportunities within her school. The school values the impact of high quality PESSPA. They believe that "physical education is an essential part of a child's development" and value the subject as a tool for whole school improvement, particularly supporting pupils' health and wellbeing. • Critical evaluation and self-appraisal discussions reflect an honest approach to developments and initiatives, which are well-planned and professionally managed across school. • The Subject Leader's professional development within the role has included bespoke work with the Education Durham Primary PE Advisor and cluster subject leader development CPD. Subject Leadership is a strength within the small cluster of Lower Dales Primary Schools. These SLs have the knowledge to continue a 	<ul style="list-style-type: none"> • Continue to manage the Primary PE funding with a longer term sustainable approach identified within budgeted spend. • Re-launch 'Active 30 Pledge' to promote active break-times. • Re-launch KS2 Sports Crew/ambassadors to help promote active breaks/healthy lifestyles. • After school sports clubs to be re-launched. • KS2 football team coach (Richard Manuel – Willington Youth Team Coach) to begin Autumn 1. Place secured for central venue league. • Further develop EYFS and KS1 outside areas to promote physical health/mental well being • Explore possibility of extra swimming sessions Year 5/6 • £903 carry over due to unspent funds. • Re-launch Sainsbury's School Games Mark 2021-2022 • Promote/take part in a range of Level 2 competition. • Develop knowledge of all staff with year groups key movement fundamental goals.

<p>sustainable model of school-to-school moderation and support.</p> <ul style="list-style-type: none"> • At Peases West Primary, PE and Sport is celebrated widely, with governors, parents and pupils very well informed. 	
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<p>Meeting national curriculum requirements for swimming and water safety.</p>	<p>Please complete all of the below* SWIMMING DATA 2020-2021 PLEASE NOTE BASELINE DATA IS NOT ENTERED DUE TO SCHOOL CLOSURES FROM COVID-19:</p>			
<p>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.</p>	<p>Baseline 0%</p>	<p>Autumn 0%</p>	<p>Spring 0%</p>	<p>Summer 60%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>Baseline 0%</p>	<p>Autumn 0%</p>	<p>Spring 0%</p>	<p>Summer 40%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Baseline 0%</p>	<p>Autumn 0%</p>	<p>Spring 0%</p>	<p>Summer 40%</p>
<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>	<p>NO</p>			

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: 2020/2021	Total fund allocated: £16,745 + £2620 2019-2020 carry over. Total: £19,365 (£18,462 spent/allocated - £903 carry forward to 2021-2022)	Date Updated: April 2021		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 62%
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:
<ol style="list-style-type: none"> Continuing to increase levels of activity and well-being, particularly with EYFS/KS1 children. Encourage active routes to school (active weeks). Increasing awareness of healthy lifestyles (Healthy Schools rating audit link to physical). Continue to increase and embed levels of activity for less active children across all key stages. 100% of Year 6 children to swim 25 metres confidently 	<ol style="list-style-type: none"> Develop KS1/EYFS outdoor area in consultation with outdoor provision advisors February '21. Active weeks to be promoted throughout school year and 26 Year 5/6 children completed November 2020. Pupil voice – children to decide which out of school learning they would attend (Lunchtime/outdoor provision). (currently paused due to Covid-19) 4a. Peases West Primary School to engage with Healthy Schools 	<ol style="list-style-type: none"> £12,000 to develop EYFS/KS1 outside provision. £0. Non-contact time £1000. £0. £0. Termly reviews by PE lead £0. Fully qualified ASA member of staff to be 	<ol style="list-style-type: none"> The following were set for remote learning: Yoga Bugs, Cosmic Yoga, Joe Wicks daily workouts, Active Blast Circuit Activities, remote intra school competitions. We had positive engagement during home schooling. In school for Key workers: Endurance work, Circuits, Dance. 	<ol style="list-style-type: none"> Increase levels of active learning and decrease sedentary behaviours – Training to be actioned and delivered 05.05.21. Emerging EYFS/KS1 continuous outdoor provision to be continued 2021-2022. Swimming outcomes are expected to be below ARE in summer '21 and children to be identified and targeted who need extra support.

<p>(Due to lockdown restrictions, swimming sessions were cancelled until Summer '21).</p> <p>6. Increase level of Year 6 children who can perform safe self-rescue in different water-based situations (this is paused until further notice due to Covid-19)</p>	<p>Rating Programme.</p> <p>4b. Less active children to be targeted and tracked through register attendance.</p> <p>(currently paused due to Covid-19)</p> <p>7.A member of school staff (ASA qualified) to attend weekly sessions as an extra swimming coach.</p> <p>(resumed Summer '21)</p>	<p>released one afternoon each week to support children in water.</p> <p>1 & 2. £400 Coach allocation (cricket sessions KS2)</p>		
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p> <p>16%</p>
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Intent	Implementation	Impact	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>1. Increase focus and attention of children's learning throughout the day.</p> <p>2. Improve children's communication and social</p>	<p>1 & 2. Children with less opportunities to be active and interact with their peers are identified and encouraged to access Out of School Hours Learning (breakfast, lunchtime, afterschool). Staff to attend 'Reducing Sedentary Behaviours' CPD.</p> <p>2 Active uniform/accessible</p>	<p>1.£3162</p> <p>1&2. Active learning to be incorporated</p>	<p>10% of children accessing healthy, balanced breakfast with active morning opportunities (summer term). All staff attended CPD training.</p> <p>Increased evidence activity in teacher's planning.</p>	<p>1. To monitor Autumn Term 2021. Attendance heavily affected due to COVID-19 and school closure.</p> <p>2. Active uniform to be developed in consultation with parents/pupils during Autumn Term '21.</p> <p>3. Sports Crew on pause</p>

<p>skills of targeted children.</p> <p>3. Sports Crew (PESSPA programme) pupil voice/parental engagement (Paused due to Covid-19 restrictions)</p>	<p>Reception paid uniform subsidized. Sense of pride/celebrating achievements/recognition of teamwork/school community spirit. Fit for purpose linked to active, enquiry based whole SIP/SEF.</p> <p>(Paused due to Covid-19 restrictions)</p> <p>1 & 2. Further embed active learning in curriculum time.</p>	<p>into teacher's planning.</p>		<p>and to be reviewed Summer Term '21 depending on outcomes of Covid-19.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2%
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:
<ol style="list-style-type: none"> 1. Ensure all children meet key movement developmental goals. 2. Staff to incorporate active learning throughout different subject areas. 	<ol style="list-style-type: none"> 1. To enable staff to embed/incorporate fundamental movement into everyday practice (curriculum/OSHL) and deliver a range of strategies and techniques to ensure progress. 2. Staff to access 'Reducing Sedentary behaviours' CPD. 	<ol style="list-style-type: none"> 1. All staff received training last year from Education Development Advisor Kate Stephenson on key movement development goals. 2. £300 	<p>Staff voice: staff have increasing confidence with year group key movement developmental goals and expectations and can select activities/steps to use to aid children's progression. Staff have reported increased engagement and enthusiasm in pupils when activity is threaded through the school day.</p>	<ol style="list-style-type: none"> 1. Termly staff meetings scheduled to share PE assessments and discuss next steps. Led by PE subject leader. 2. Identify further training needs of staff – Subject lead to carry out audit. Feedback from lesson observations to monitor and further active opportunities.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

				5%
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>1.To develop children’s resilience, confidence and sense of adventure so they can apply to everyday learning and tasks. Health and Wellbeing e.g. Yoga/calm time/public health visitors</p> <p>2.To help achieve children reach their 30 minute a day activity levels. To embed the importance of leading a healthy, active lifestyle.</p>	<p>1.Year 4-6 children invited to partake in residential visit in summer term to take part in a range of outdoor pursuits such as canoeing and climbing. (Cancelled due to Covid-19 restrictions)</p> <p>2.A range of active afterschool, breakfast and lunchtime/breaktime opportunities for all year groups offered throughout the year (including community clubs to strengthen local club links). Cricket sessions for KS2 children Autumn ’20,</p>	<p>£600 N/A</p> <p>£1000</p>	<p>All Year 5/6 children partook in cricket sessions. Pupil voice showed children’s enjoyment and 100 % engagement.</p>	<ol style="list-style-type: none"> Daily mile type incentives encouraged within bubbles. Outdoor provision continue to be developed in EYFS/KS1. Pupil voice: children to input on which sports/activities they would like to try 2020-21.

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:
<p>1.All children to experience competitive sport in a familiar setting by taking part in a level 1 competition and develop teamwork skills and a love of physical activity.</p> <p>2.Children to compete in a setting outside of school with other pupils of similar age and develop sportsmanship skills and apply skills learnt in PE sessions in a competitive environment.</p>	<p>1.All children to compete in 6 Sainsbury's School Level 1 Intra school competitions throughout the year through class or whole school events. (Due to lockdowns, children have taken part in three L1 Intra school competitions).</p> <p>2.Peases West Primary School meets with other local schools and secondary schools to plan and deliver a range of competitions throughout the year. Completed remotely</p> <p>2.Peases West Primary School has strong links with Sainsbury's School Games Organiser and Local cluster competition and attends many competitions throughout the year. (Children had opportunities to take part in a number of adapted remote competitions throughout 2020-21).</p> <p>2.Reception to Year 6 children to partake in at least one Sainsbury's School Level 2 Interschool</p>	<p>1&2.£5000 for transport N/A</p> <p>2.£0</p>	<p>Children were given a range of opportunities to take part in Level 2 intra-school competitions remotely due to Covid-19 restrictions.</p>	<p>2021-2022 competitions to resume if restrictions allow.</p>

	competitions. (Cancelled)			
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Signed off by:	
Head Teacher:	Alison Johnson
Date:	10.07.21
Subject Leader:	Melissa Morton
Date:	09.07.21
Governor:	Lynn George
Date:	13.07.21