Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

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Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

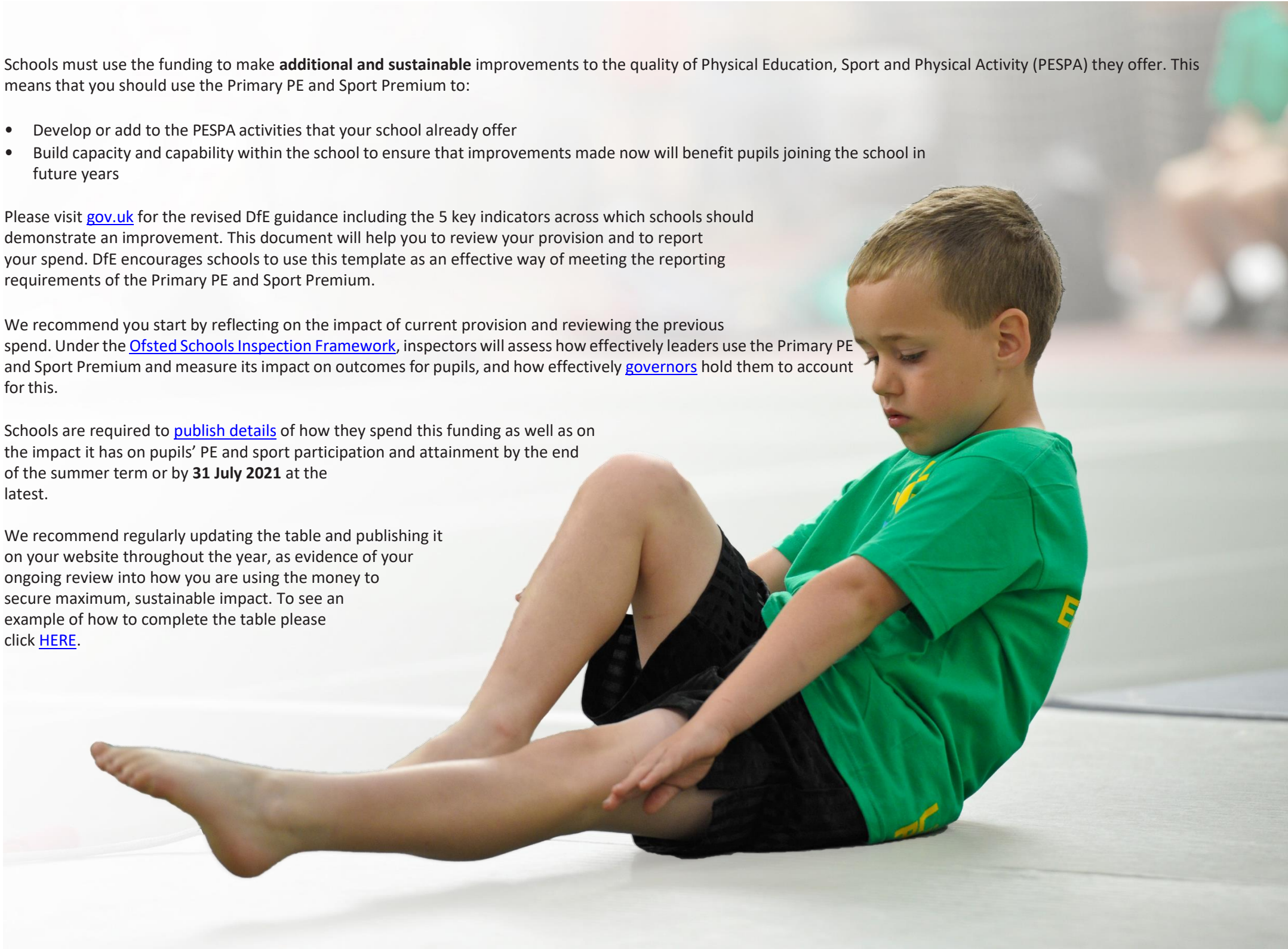
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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. Under the Ofsted Schools Inspection Framework, inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this.

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 July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and

Key achievements to date:	Areas for further improvement and baseline evidence of need:
• The inclusion and engagement of children into physical activity through targeting least active. • The completion of our in-school Forest Classroom to allow children to move more freely in a natural environment. • More staff teaching PE confidently across school including whole staff CPD of teaching Yoga and mindfulness. • A wide variety of opportunities available via extra-curricular clubs. • Numerous competitions attended throughout the year; inter and outer school. (Pre- Covid) • PE lead has liaised with trust partners to organise more interschool competitions. (Pre- Covid)	• Work towards the set goals as a best endeavour in light of the continued Covid-19 pandemic restrictions. • Ensure as many year 6 meet the statutory requirement of 25m before they leave primary school (Covid disruption evident here.) • Exploit all times of the day where children can be active, both indoors and out. • PE lead to continue to liaise with trust partners to organise more interschool competitions. (Covid dependent). • Continue to seek opportunities for alternative sports. • Continue to use and improve the Forest Classroom and outdoor area provision to allow children to move freely in a natural environment. • Maintain engagement with a range of extra-curricular activities available to all pupils. • Encourage staff and sports leaders to engage children during lunch time and break times.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	67%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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?	Yes/No *This was booked in, but the Y6 cohort were isolating on the booked days and no alternatives were offered.

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 evalua today and for the future.

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 31%
School focus with clarity on intended **impact on pupils**:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
For all pupils to be more active. Provide more opportunities to target reluctant children and younger children. Encourage a range of children to compete in competitive sports. Keeping the brain active as well as the physical body. Provide 'unusual' activities to engage all, including use of outdoor Forest Classroom.	Start the Day the St. Mark's Way. Continue the engagement of all in yoga and mindfulness activities. Play time . Regular out door time for EYFS in their area. Fun Run . Dodgeball after school clubs . Football after school clubs . JD sports club . Archery club. Active breaks across the day. Each class to use their time tabled slot for the Forest Classroom to engage hard to engage pupils in outdoor active activities and allow all children to move freely in a natural environment. Train Forest School staff (staff professional development) to get Forest School status in order to engage all pupils, including those reluctant to engage in physical activity	£6000 External partners: JD Caroline (SSP) Forest School training	Increase/uptake: all children attended at least one extra-curricular club, whether by invite or own motivation. Pupil Voice: Children speak highly of being able to start the day actively with Start the Day the St. Mark's Way. Children speaking highly of the yoga and mindfulness sessions keeping their brains healthy as well as their bodies. Positive feedback regarding the unusual sport, Dodgeball. Positive feedback regarding the lunch time clubs ran by JD. Positive feedback regarding being able to be active in the Forest Classroom. Inclusion of all, regardless of need.	Gradual approach to external partners being able to offer sport in school (negative impact of Covid19). 'Start the Day the St. Mark's Way' (active start to the day for all pupils). To continue with "Actions to achieve" and implement a wider variety of sports. (Covid dependent). Improve play time space to engage more children in being active. Have 2 staff members who completed the qualification in order to become a Forest School, released to work with each class on a regular basis in order to allow all children the opportunity to move freely in a natural environment. New PE curriculum to work with new PE enrichment lead to audit provision against Sport Premium

				allocation.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 29%
School focus with clarity on intended **impact on pupils**:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Inclusion for inactive pupils Tackling obesity Engaging reluctant children Ensuring SEMH children are physically active	What has been done to raise the profile of sport? *Ongoing due to some Covid disruption National Sports Week Interschool competitions and events All clubs offered, including unusual sports. Valuing out of school achievements In-school Forest Classroom Forest School sessions to commence Healthy eating, well-being and safe guarding manager Management of tournaments by appointed people Additional equipment for clubs Homework activities related to being active.	£5500 Suitable clothing and foot wear to engage in the Forest School activities. Resources to allow active engagement in Forest School activities.	Well attended Pupil Voice – as above.	Engagement of staff to run at least one club across the school year to engage a range of children. Continue to develop the Forest Classroom and outdoor area. Begin Forest School activities with all classes regularly. To continue with positive praise and celebration of achievements outside and of sports in school. Instead of playtime being a 'break', staff to encourage children to use the outdoor area to become more active. New PE curriculum to work with new PE enrichment lead to audit provision against Sport Premium allocation.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 20%
School focus with clarity on intended **impact on pupils**:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Staff equally skilled and confident	Audit of staff skills and understanding Course feedback Staff training Stockton Schools Partnership training	£4000 (some of this replicates here what has been cited in the first section)	Staff voice	Regular CPD with P.E updates and course feedback (leading on from what has already begun). Training to focus on skills to be able to teach through a range of sports. New PE curriculum to work with new PE enrichment lead to audit provision against Sport Premium allocation.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 10%
School focus with clarity on intended **impact on pupils:**	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: Target a wider range of children by offering less mainstream sports. Greater gender diversity in traditional sports.	Forest School status impacting on children being able to move freely in a natural environment Forest Classroom and outdoor learning to continue Dodgeball Football Club A range of extra curricular clubs Active Breakfast Club and After School Club	£2000		Increase opportunities for a range of clubs ran by staff in school. Use the Outdoor Learning Environment and Forest Classroom. Utilise Forest School Status Continue to increase greater gender diversity in traditional sports. Take more children to events and competitions by having an A and B team (limited by Covid19 restrictions)
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 0%

School focus with clarity on intended **impact on pupils**:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Opportunities for AGT children to engage in high level competitive sport and team work. (Disrupted by Covid) Opportunities for all to experience what competitive sport feels like.	*All have been disrupted by Covid but planned in again for academic year 2021-2022) Cross Trust competitions. Tag rugby inter schools competition. Football inter school competition. Inter school competitions. Include children who want to attend competitions, rather than being chosen on ability alone.	*N/A as none took place 2020-2021 academic year due to Covid limitations.	N/A	Children to attend competitive events, but not have the focus only on AGT. Continue to offer this to a range of children by having and A and B team.) P.E lead to continue to work across the trust to allow more opportunities. New PE curriculum to work with new PE enrichment lead to audit provision against Sport Premium allocation.

- An underspend to be carried over to next financial year due to full amount not being able to be spent as a result of school closure (Covid-19)