

# 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:

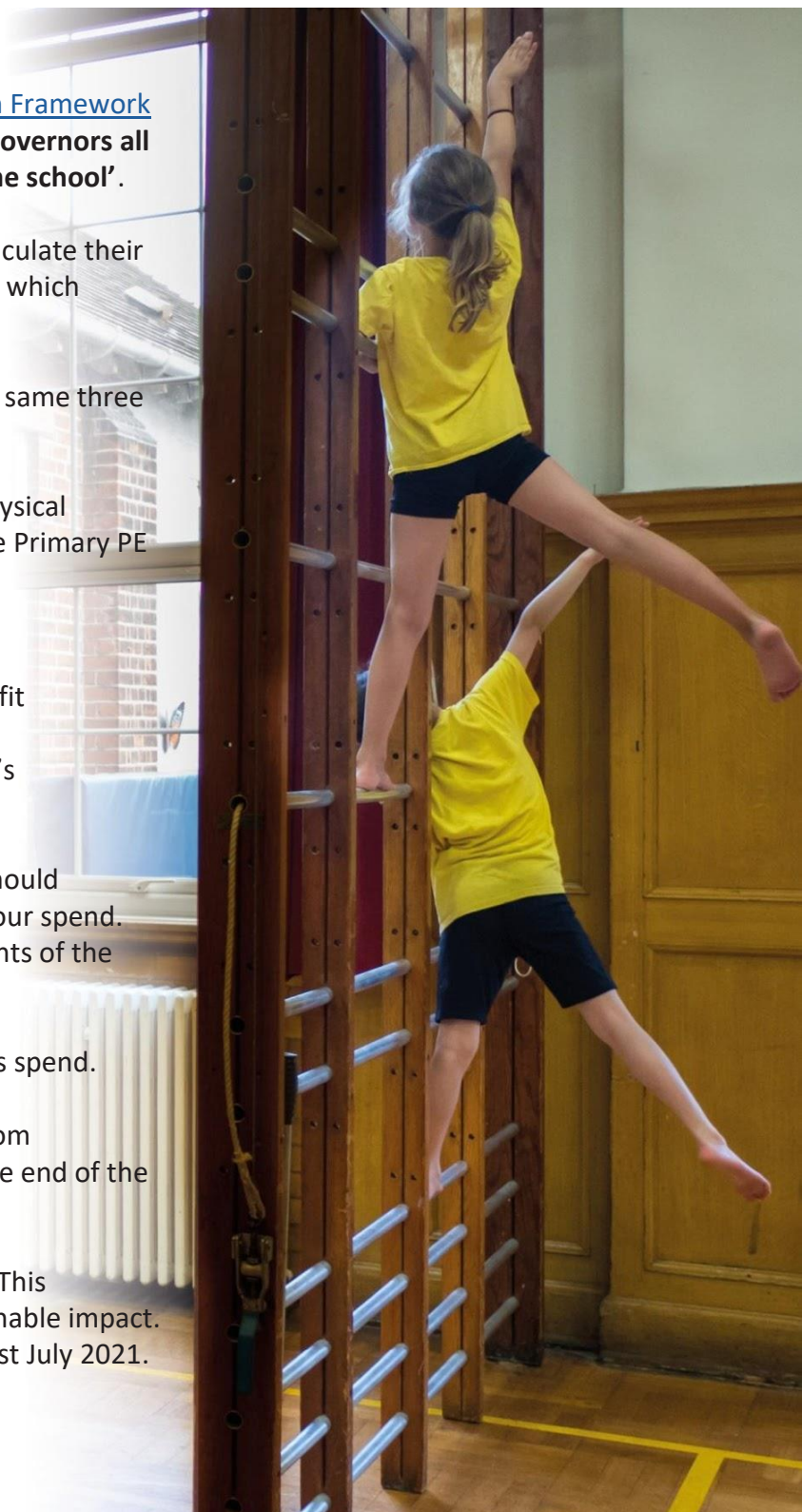
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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:
<ul style="list-style-type: none"> <li>- new PE Curriculum from Year 1 through to Year 6 is now being taught by all members of staff</li> <li>- 6 members of staff received CPD in dance and/ or gymnastics</li> <li>- new playground zones organised and equipment boxes for each zone set up (linked to new COVID restrictions) to improve activity levels at break and dinner times</li> <li>- PE apprentice continues to support staff in his second year of his apprenticeship</li> <li>- PE leader experienced a mock 'Deep Dive' looking at how PE is managed and delivered throughout the school</li> <li>- once COVID restrictions lifted school offered two after school games clubs to children in two class bubbles (Year 4 and Year 6)</li> <li>- sports coaches welcomed back into school to deliver curriculum PE (not funded by PE fund) from Apr to July on 2 afternoons per week</li> </ul>	<ul style="list-style-type: none"> <li>- continue staff CPD in gymnastics/ dance</li> <li>- deliver staff CPD for KS1 fundamental skills</li> <li>- deliver staff CPD introducing a new subject (yoga)</li> <li>- improve the recording of assessment in PE</li> <li>- introduce new after school sport clubs eg yoga</li> <li>- develop role of PE Curriculum Team</li> <li>- ensure PE is high profile in school eg website/ blogging on School Games web page/ school displays/ media</li> <li>- hold an annual PE Award ceremony to recognise achievements incl link to School Games Values</li> <li>- provide opportunities for children to experience new sporting activities</li> <li>- look at ways to improve children engagement through active break/ dinner times</li> </ul>

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

YES

**Total amount carried forward from 2019/2020      £ 3,643**  
**+ Total amount for this academic year 2020/2021 £ 18,580**  
**= Total to be spent by 31st July 2021                      £ 22,223**

<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>	<p>4.5%</p> <p>2 children</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>Please see note above.</p>	<p>4.5%</p> <p>2 children</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>12%</p> <p>5 children</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>No</p>

Due COVID 19 restrictions and lockdown there were no swimming lessons in Autumn 2020 and Spring 2021.  
 Summer 2021 – 15 children had intensive swimming lessons as COVID restrictions were still in place.  
 These 15 children were either non-swimmers or very weak swimmers.

The rest of the year group have not been able to attend swimming lessons this year (Y6)  
 There has been no swimming lessons for Year 5 and Year 4 this academic year due to COVID 19.

## 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: £22,223	Date Updated: July 2021		
Key indicator 1: 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: 65%
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:
1) Maximise engagement and activity levels by all pupils at playtime, lunch time and after school	<p>a) introduce playground zones and playground equipment boxes for each zone specific to age range (KS1/ LKS2/ UKS2)</p> <p>b) purchase new playground equipment</p> <p>c) specialist coaching staff to deliver after school clubs Monday Games - Year 5/ 6 Friday Games - Year 5/ 6</p> <p>d) PE apprentice/ TAs to deliver game activities at break times</p>	<p>equipment cost incl new boxes £1,200</p> <p>see above cost</p> <p>£50 per week x 36 weeks £1,800</p> <p>£7,228 PA</p>	<p>a) Three zones per age range introduced. Zones incl wet area (yard) and dry area (field) and include standing playground equipment per zone. Children actively use equipment in boxes and equipment has had to be replaced due to frequent use.</p> <p>Staff and children commented on how well zones work and allow room to play. Children particularly enjoy zone 3. Staff have commented how tight zone 2 can be and have to restrict use of ball and throwing activities.</p> <p>b) MT regularly talks to PE curriculum team to get opinion of children about equipment they</p>	<p>Continue to meet regularly with PE team/ children to find out what they use to be active at playtimes and what games they would like to be introduced</p> <p>Look into making zone 2 more exciting and explore what equipment can be used to still allow active play in smaller space.</p> <p>Provide more activities for games for staff to deliver during playtime and lunchtime if more active play is needed.</p>

<p>2) Maximise engagement of 'less active' children identified in Year 3 and Year 4 (Less active - those children not actively involved in sporting activities outside of school)</p> <p>3) Improve the quality of PE lesson so children are actively engaged for more sustained periods of time.</p>	<p>a) PE Apprentice/ TA to deliver Fitness Fun Club (eg Change for Life Club) Aut to Spr 1 - Year 3 Spr 2 to Sum 2 - Year 4</p> <p>a) PE lead to provide PE curriculum to all staff (Y1 to Y6). This will include: - long term plan - medium term plan - short term (individual lesson plans) - assessment sheets</p> <p>b) PE leader to deliver staff CPD on new PE curriculum</p> <p>c) PE specialist coaches to deliver active lessons alongside the teacher (PE CPD) Autumn 1 - Dance 1hr x 5 weeks - AW/DM</p>	<p>refer to Key Indicator 1 - point 1d</p> <p>'Go Well' SLA @ £4,000</p>	<p>like/ dislike and new equipment they would like to try.</p> <p>c) only ran club in Summer Term due to COVID restrictions. Offered club to one bubble per session Monday - Y4MT (22 children attended regularly) Friday - Y6DM (13 children attended regularly)</p> <p>Fitness Fun not delivered this year due to COVID/ bubble restrictions</p> <p>PE now regularly taught by staff in Y1 to Y6.</p> <p>PE assessments from some units have been completed to show level of attainment of children in PE.</p> <p>Staff have commented to PE on how easy the plans are to follow and it has helped with progression of skills and confidence to deliver PE successfully.</p> <p>When asked pupils can now talk about a range of sporting activities</p>	<p>PE Lead/ Year3&amp;4 teachers to identify 'less active' children and begin new club (if able to do so) in Autumn term. Use Energy Club resources to help staff deliver the club.</p> <p>Collate survey results from staff on the new PE Curriculum - analyse and adjust if needed. Ensure that next year there is a greater focus on the School Games Values that are linked to PE curriculum and make these more prominent around the school.</p> <p>PE lead to continue to explore new sporting activities and ideas that can be taught within the PE curriculum.</p>
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<p>4) Improve participation in Red Mile and running for a more sustain period of time</p>	<p>Autumn 2 - Dance 1hr x 5 weeks - VL/ LT</p> <p>Spring 1 - Gymnastics 1hr x 5 weeks - TH/ WC <i>(not delivered due to COVID lockdown)</i></p> <p>Spring 2 - Gymnastics 1hr x 5 weeks - MT/ HI <i>(not delivered fully due to COVID lockdown)</i></p> <p>Summer 1 - Dance 1 hr x 5 weeks - LJ/ HI</p> <p>d) purchase new resources to support EYFS lesson delivery - Move with Max resources</p> <p>e) PE specialist coaches to deliver lessons on two afternoons per week Autumn 1 to Spring 2 - Monday - Y34HI/ Y34LJ - Friday - Y4MT/ Y5VL</p> <p>Spring 2 to Summer 2 - Monday - Y6DM/ Y56AW <i>(changed to Y34 HI and Y34LJ)</i> - Friday - Y2TH/ Y1SB</p> <p>a) provide timetable for classes to access the Red Mile</p>	<p>included in Go Well SLA</p> <p>alternative funding stream</p>	<p>across the school.</p> <p>Aut 1/ Aut 2/ Summer 1 PE CPD delivered but due to lockdown Spring 1 and most of Spring 2 gymnastics were not delivered.</p> <p>Staff who received CPD reported they enjoyed the lessons and felt more confident and equipped to teach skills with their classes next in the future.</p> <p>Coaches delivered in Autumn and Summer terms but not Spring term due to lockdown. Ensured that more classes had the opportunity to work with specialist PE coaches (8 this year in total).</p> <p>While many classes have completed some Red Mile sessions, it has been tricky for others to access due to changes in break times/ dinner times (eg now 3 break and dinner time slot). There</p>	<p>Next year PE lead to monitor more lessons to ensure CPD is acted upon and ideas used in lessons. PE lead to monitor quality of PE delivered using new curriculum plans.</p> <p>PE lead to provide opportunity for staff who missed CPD to be given next year. PE lead continue to ensure that all staff have had access to gym and dance CPD as these are areas where most concerns are raised.</p> <p>PE Apprentice to continue to deliver part/ whole lessons alongside class teacher using strategies learnt from college course. Ensure expectations of teaching staff and PE Apprentice are clear.</p> <p>Continue to use specialist coaches to teach high quality PE lessons and provide opportunities for staff to observe coaches to develop skills and knowledge of activities/ sports within a PE lesson.</p> <p>Specialist coaches to deliver high quality PE lessons to as many year groups/ classes as possible.</p>
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			<p>has been a noticeable decline in ability of children to run for sustained periods since COVID 19 (staff have reported).          Many children enjoy the Red Mile activity but it has been observed that some still walk most of the way and find running more than a couple of sides of the mile challenging.</p>	<p>Ensure Red Mile is timetabled for each class. Introduce more 1km personal challenges to encourage sustained running.          Look at providing certificates if children improve their time and are able to run all 1km distance (link to PE Awards Assembly).          PE lead to suggest strategies to encourage longer distance running if staff need support.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				Included in KI 1 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:
1) Celebrate school sporting success and participation both within the school and community activities.	a) Hold annual PE Awards Assembly b) Staff / pupils to write reports about sporting events and publish on school website site/ the PE notice board/ outside school notice board/ within the termly school newsletter/ as blogs on the School Games website c) PE Leader/ HT/ Chair of Gov to contact press where and when	Medal/ certificate cost (incl in equipment cost)	a) PE Awards Assembly cancelled this year as many competitive events cancelled due to COVID. b) Taster days in cycling and interactive cones reports have been written and posted on the school website alongside photo evidence. Evidence of good lessons posted on	Summer 2022 - hold annual PE Awards Assembly. Focus on both competitive elements and high sporting achievements and how well children have followed School Games Values. Ensure staff are aware of these awards so they can take notes on children throughout the year. Ask staff to regularly collect



	<p>appropriate</p> <p>d) organise with the help of specialist coaches a sports day for KS1/ LKS2/ UKS2</p> <p>e) PE Leader to update governors regularly</p>		<p>website and reported in year group curriculum reviews eg Year 4 Street Dance</p> <p>Jan 2021 - PE Leader updated PE governor on what is happening in school re: delivery/ specialist coaches/ staff CPD/ PE Action plan and school sport fund</p>	<p>evidence and keep in folder on Staff Shared site - evidence collected once a half term to show what is being taught in curriculum time. Link evidence also to School Games Values.</p> <p>Evidence of inter/ intra competitions to be collected and reports written by staff and PE Team / other children. Report these events in the school newsletter/ school website/ school notice board/ local press as appropriate.</p>
<p>2) Add new members to the PE Curriculum team and develop their role</p>	<p>a) PE leader to update members of the PE team due to children who have left - ensure 1 representative from each year group.</p> <p>b) PE Curriculum team to hold regular meetings to plan and evaluate sporting activities and PE at the school</p>		<p>PE Leader has met on several occasion with PE team to discuss issues on playground equipment/ zones and PE lessons. Children reported problem with zones equipment boxes as when shared, equipment gets damaged or lost. PE leader took on suggestion to give each class their own box to be responsible for. PE team helped PE leader create boxes for each class and decided what equipment should go in each box taking into considerations from their peers.</p>	<p>Continue to offer 'taster days' to raise PE profile. Signpost children to where they can continue sporting activities outside of school in the community.</p> <p>PE Leader to continue to update PE Governor -twice a year eg Jan/ July</p>
<p>3) Introduce School Games Values as part of PE curriculum</p>	<p>a) Each half term deliver assembly on one of the six School Games Values (linked to PE curriculum)</p>		<p>While some staff have looked at values, some children are still unaware of the values.</p>	<p>Make School Games Values more of a higher profile eg half termly assemblies/ display information around the school</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
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:
1) Update and increase subject knowledge of staff in order to deliver quality PE lessons	<p>a) Provide teachers with new PE curriculum with medium term and individual lesson plans</p> <p>b) provide gymnastic and dance CPD</p> <p>c) PE leader to attend half termly meetings with the School Games Organiser for Darlington</p> <p>d) PE Apprentice to attend college and complete online task on designated days as part of his apprenticeship</p> <p>e) update staff on any developments in PE/ CPD opportunities</p> <p>f) provide opportunities for staff to observe specialist coaches</p>	<p>included in Go Well SLA</p> <p>Darlington PE SLA = £1,270</p>	<p>PE regularly taught once and, in some classes, twice a week. Staff more confident to deliver lessons - oral feedback has been given to PE leader.</p> <p>Children can talk about skills they have learnt in PE lessons and can explain how they can improve their performances.</p>	<p>Monitor staff delivering CPD they have accessed this year in the next academic year. PE Leader/ HT to organise monitoring time - school sport fund to pay for supply to release PE leader.</p> <p>Deliver staff training on large gymnastic apparatus.</p> <p>PE Apprentice to continue his training/ apprenticeship next academic year until Jan 2022.</p>
2) participate in a mock 'Deep Dive' to support the PE Leader	a) PE leader to meet with Go Well representative and discuss PE curriculum including aspects such as: - how it is delivered	included in Go Well SLA	PE Leader more aware of questions that will be asked about how subject is managed. PE leader made notes on what is being done well and areas to improve. These points will	Analyse results of 'mock Deep Dive' and write PE Action Plan.

	- inclusiveness		be fed into the new PE Action Plan.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				Included in KI 1 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:
1) Provide opportunities for children to engage in a wide variety of sporting activities	a) organise and deliver (specialist coaches) whole school events - Cycling Proficiency Taster Day - Interactive Cones Day	included in Go Well SLA	Taster days organised (eg cycling and interactive cones day). Very positive comments from both staff and children. Photo evidence on school website and in newsletters.	Continue to offer taster days to provide opportunities for children to experience a wider range of sporting activities. Investigate more unusual sporting activities eg fencing/ archery
2) Provide opportunities for children to experience new sporting activities	b) specialist coaches to deliver 'After school games' club - 2 x per week  c) to promote sporting activities clubs found with the local area/ community holiday clubs - holiday clubs at Maidendale Community Centre	refer to Key Indicator 1 point 1d	Year 4 and Year 6 children had the opportunity to participate in a holiday club (Easter or May Half Term). Comments from Year 4 children were very positive and they could apply what they had learnt in PE and Science within school.  In lockdown PE activities still provided eg yoga/ Go Noodle/ running/ fitness tasks.	In Year 3 and Year 4 select children to attend an after school Fitness Fun Club - focus on children who are 'less active' and girls.  Continue to liaise with council in relation to holiday activity clubs at Maidendale Community Centre and promote these clubs

				within school.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
Increased competitive sporting opportunities for all children in school and with the town (KS2)	<p>a) attend at least ... inter competitions (L2 events within Darlington)</p> <p>b) organise intra sporting activities/ competitions within the school year (year groups/ bubbles/ classes)</p> <p>c) refine school tracking system to make it clearer which children have taken part in a competitive activity</p> <p>d) Use external specialist coaches</p>	incl in Darlington SLA	<p>Due to COVID restrictions this year we have been unable to attend any inter competitions. However, classes have been involved and participated in Skills Based challenges as an alternative.</p> <p>Autumn Challenges Rugby - 5 classes (KS2) Basketball - 5 classes (KS2)</p> <p>Spring Challenges Tees Valley Dance - 4 classes (KS2)</p>	<p>Continue to include intra activities and add an element of competition between parallel classes/ year groups</p> <p>Offer sporting activities outside of the school (L2 competitions) to all children - ensure that every child in KS2 has experience of competitive sport.</p> <p>Plan competitive and non-</p>

	<p>to organise a competitive Sports Day for KS2 children / KS1 children</p> <p>e) PE Leader/ PE Apprentice/ specialist coaches to deliver School Games Day</p> <p>f) attend sporting events held at feeder secondary schools</p> <p>g) Enter a minimum of 'B' Team L2 events</p> <p>h) New sports hoodies to encourage inclusion and being part of a team</p>	<p>£2,200</p>	<p>Summer Challenges 1km Challenge - 4 classes (1 x KS1 and 3 x KS2)</p> <p>No competitive Sports Day and School Games Day organised this year due to bubble/ COVID restrictions</p> <p>Unable to go to 'feeder schools' to complete PE activities due to COVID restrictions</p>	<p>competitive sports day for LKS2/ UKS2/ KS1 next summer</p> <p>Find a more effective way to track children involved in school sport competitions - ensuring all children have opportunity to 'compete' against other classes/ schools.</p>
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Signed off by	
Head Teacher:	<i>A. Dixon</i>
Date:	20/07/21
Subject Leader:	<i>Mellett</i>
Date:	20/7/21
Governor:	V Johnston
Date:	21/07/21