

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by



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TRUST





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](https://www.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.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 2021:	Areas for further improvement and baseline evidence of need:
- Maintained whole school Gold games mark - Established a relationship partnership with PEAK - Continued to deliver EGA curriculum in school and through activities as part of remote learning. - Increased opportunities for children to exercise outdoors and during playtimes. Reinstated after school clubs as soon as government guidelines permitted. - Football – Year 2 and 3- 6 classes - Tennis – Year 4 and 5 – 4 classes - Boxing/fitness club – Year 5 and 6 – 4 classes - Multi skills/Team games – Year 3 and 4 – 2 classes - Staff CPD (PE/games) provided for adults who work on the yard.	- Introducing a range of clubs – Children to pick clubs of their choice. - Increase competitiveness and achievement in cluster competitions. - Set up swimming for years 3, 4, 5 and 6 once permitted to do so. - Playground equipment/replenish stock – further develop activities at break times and dinner times

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **NO**

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.

Academic Year: September 2020 to March 2021	Total fund carried over: £	Date Updated:
What Key indicator(s) are you going to focus on?		
Total Carry Over Funding: £		
Intent	Implementation	Impact
Your school focus should be clear how you want to impact on your pupils Not applicable as budget spent 19/20 academic year.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated: Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:
Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:		

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. Need a comment about	Swimming has not been permitted due to COVID. Eldon Grove children started to swim Summer 2 2021 – ONLY year 6 children.
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.	% Swimming has not been permitted due to COVID. Eldon Grove children started to swim Summer 2 2021 – ONLY year 6 children.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% Swimming has not been permitted due to COVID. Eldon Grove children started to swim Summer 2 2021 – ONLY year 6 children.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% Swimming has not been permitted due to COVID. Eldon Grove children started to swim Summer 2 2021 – ONLY year 6 children.
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?	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: £19,950		Date Updated: 17.6.21	
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:
					30%
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: £5,943.33	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		Sustainability and suggested next steps:
Ensure 30 minutes of physical activity during COVID/remote learning.	Discuss with staff the implications of the covid-19 situation and what this means for PE in terms of curriculum design and order of activities. Review PE curriculum in light of covid-19 situation. Look at whether tweaks and changes are needed to long term overview and discuss these and guidance for PE in staff meeting. Create a draft curriculum overview plan for non-contact sports to be taught in Autumn term and reviewed half termly. Remote learning - Daily activity included in class timetables. To continue to develop lunchtime activity to increase physical activity levels and engagement. To upskill support staff who carry out lunch duties outside – training.	£	School up to date with any new health and safety in PE advice and this is embedded in policy and risk assessment to ensure maximum safety for pupils. Pupils have a number of strategies available to them to deal with emotional situations they may be experiencing. Staff use and promote these when needed. Children have had access to updated high quality resources that match the requirements that match the 30 minutes activity. Support staff more skilled in delivering activity	Ensuring this routine is embedded in everyday school life including when children were working remotely. To continue to provide up to date and exciting equipment for the yard. To ensure duty staff are confident and have lots of ideas to engage children on the yard. To continue the daily mile, Supermovers, Go Noodle, Take 10, skipping challenges in addition to 2 hours timetabled PE per class per week.	

To provide high quality resources for ALL (pupils and staff)	Each class/bubble to have their own box of PE equipment to use at break/dinner times – a variety of equipment to further develop hand eye coordination and skills. - Variety of balls – rugby, tennis, American footballs and dodgeballs. - Skipping ropes - Diablos, spinning plates. - Hula hoops - Ridged balance beam - 4 hoop basketball net x2 - Cricket set x2 - Double sided sticky board – throwing accuracy - Netballs x12 - EYFS equipment ordered to develop gross motor, throwing, kicking, catching, balance and hand eye coordination. - Trikes - Stepping stones - Balance bikes - Basketball hoops - Football goal - Tummy scooters - Crawly gates - Easy grip balls - Ribbon tail balls - Pom poms - Dancing ribbons	£1,917.33	Children to have access to a variety of equipment and enjoyed extra physical activity each day. Children have development basic skills – catching, throwing etc. Children have developed PE skills – catching, throwing, team games, running, attacking vs defending etc. Throwing technique and accuracy has improved.	To continue to buy new and up to date equipment for children to have access to on the yard. To ensure equipment is available and new equipment is bought if required.
	Equipment ordered Footballs and ball bags Tennis balls – foam Tennis balls – Slazenger	£240	Children to have access to a variety of equipment and enjoyed extra physical activity each day. Children have developed different skills – gross motor, catching, throwing, balance, confidence and hand eye coordination.	Ensure equipment is up to date and in good condition.
	Swimming Coach – B.H – support the swimming teacher.	£3,576	Children have access to up to date equipment's for PE lessons. Improved football skills and hand eye coordination.	B.H to continue in role once swimming lessons resume (June 21).
	LK to attend networking opportunities and continue to raise profile of the school and best practice:	£210	Children had access to higher quality of resources and quality of teaching.	School to continue to buy in into package. Continue to liaise with SSCO.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.4%
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: £84.93	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
The profile of PESSPA being raised across the school as a tool for whole school improvement.	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. Extra display boards in main entrance to raise the profile of PE and Sport for all visitors and parents. Medals for children who attended football ASC. Player of the week for each class x6	£ £84.93	Achievements celebrated in assembly (match results + notable achievements in lessons etc.). The notice boards are full of information about matches/clubs/ results and pupils are keen to get involved. Children celebrated player of the week in each group for their efforts, attitude and willingness to improve their footballing skills.	Continue to promote PE across school to increase the passion and desire to improve to receive a PE reward in the assembly. Continue to update display boards regularly.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				36%
Intent	Implementation		Impact	
Your school focus should be clear what you want to 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 £7,126	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Increased confidence, knowledge and skills of all staff in teaching PE and sport	Improve staff confidence and ability to teach PE. Mr Frost (PEAK apprentice) and Mr Wright (Behaviour Learning Support Mentor) – staff members supported during after school clubs – boxing and tennis. 2 experienced coaches in Imran and Vicky who modelled excellent coaching skills and behaviour management.	Price stated below in key indicator 4. (£720)	Children accessed excellent ASC's in boxing and tennis. Children improved their skills and engaged in physical exercise. Mr Wright & Mr Frost had the opportunity to develop and be upskilled.	Questionnaire for staff in school – any support needed in other PE topics?
	Provided CPD for additional members of staff (CA's and other support staff – Expectations with equipment on the yard – games ideas and pack provided to support.	£0	Delivered CPD to CA's to ensure sports coaching is provided on the yard during break and dinner times.	New staff to have access to any CPD needed.
	To link and share ideas with other schools who value PE and Sport and are working on creative visions and outcomes for their pupils.	£	PE lead and Sports Apprentice to liaise closely with High Tunstall and other schools within Extol trust to ensure desired outcomes are reached.	PE lead and Sports Apprentice to continue to liaise with the trust and other schools – High Tunstall.
	Mr Frost attended or took part in online training – dodgeball, tennis coaching badges.		School up to date with best practice ideas and requirement implications from Ofsted/ health and wellbeing and sport strategies around improving outcomes and opportunities for pupils in school.	PE lead/school to ensure we remain up to date with expectations around PE curriculum and Ofsted.
	Mr Frost supports the Teacher during PE lessons and EXTRA sporting activities e.g. after school clubs.	£7,126	Children are getting the option of more ASCs. Children are also getting more support during PE lessons.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				22%
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 £4,355.32	Evidence of impact: what do pupils Now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: Broader experience of a range of sports and activities offered to all pupils	Continued to develop after school sports provision– tennis, multi skills, football, boxing. I Naeem -High profile boxing coach with his own Boxing Club with some high profile professional boxers. Mr Naeem completed coaching sessions to Y5 & Y6 Tuesdays/ Thursdays every week for the Summer term. Children complete programme. Tennis After school club – V Evans – Eldon Grove Tennis Club. Ms Evans completed coaching sessions to years 4 and 5 – Monday/Thursdays every week for all of the Summer term. 2 sound systems for use on KS1 & KS2 yards at break/lunch times. Practise dance routines from local dance clubs and from PE dance lessons (Summer 2). Football coaching T Hill -Inspire, Coach, Educate and Develop – Monday- Friday for 6 weeks -Each week new class group Years 2 and 3 – 6 classes of 15 children in total. – Summer 2. Yoga week in full school (Nursery to Y6). (21 classes) with Mind Body Calm Yoga. All sessions approx 30 minutes.	£720 £672 £413.32 £1,050 £1,500	Majority of children have had an opportunity to access a range of after school clubs. High intensity exercise after school clubs. Children have developed a passion for the sport and learnt different skills including good discipline, respect and self-defence. Children completed Boxing programmes. Children really enjoyed the tennis clubs and developed some excellent tennis skill. Many children found a real passion for this sport and now have joined the tennis club to do this in their spare time. Children enjoyed music at break times and created dance routines. This also resulted in some children joining local dance clubs. Children had access to excellent football coaching lessons – Qualified UEFA B coaching badge. Children enjoyed Yoga week. This built up a calmness in school with excitement for a new activity. Many children want more information to do this in own time.	To continue to offer a broad variety of PE clubs supported by SSPF. Continue to promote good discipline and respect in school. Imran to return and run more clubs with children. Children to attend Imran's gym. Continue to work with V Evans and Eldon Grove Tennis Club. To maintain use of the sound systems. Continue to work closely with T Hill – T Hill also is open to coaching other sporting activities within school. School looking to build this in as a regular activity. Yearly yoga week or maybe set classes once every half term.

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: £0	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Increased participation in competitive sport. Needed to do this within school due to lack of opportunity caused by pandemic and limited opportunities	Inter school competitions - Tees Valley Sport Virtual School Games. Children completed individual events e.g. speed bounce.	£ stated above.	Children competed in competitive events and challenged themselves to beat their PB.	Continue to do in house sporting competitive events.
	Continue to offer a range of competitive opportunities for all pupils including trust competitions, cluster competitions and year group competitions. – COVID depending.		Confidence, competitiveness, eagerness to win, team player understanding, good role model skills,	
	To increase links with community clubs and organisations e.g. tennis clubs, boxing clubs, football clubs, Hartlepool College FE.	£ stated above.	Children have enjoyed taking part in ASCs and continued to compete in this sport at their local clubs.	Sports coaches to continue to come into school to coach ASC's.

Signed off by	
Head Teacher:	<i>Audrey Bratton</i>
Date:	17 June 2021
Subject Leader:	<i>Lee Knight</i>
Date:	17 June 2021
Governor:	<i>VL Kelly</i>
Date:	17 June 2021