



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
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](#) 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 2020** 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 2020. 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 2019:	Areas for further improvement and baseline evidence of need:
<p>School Games gold mark achieved 2018-19 for participation in SS (school sport competitions and festivals).</p> <p>Range of clubs and in school activity days provided to encourage children to be PA (physically active) as part of active 30.</p>	<p>Our focus in 2019-2020 is PE (physical education lessons). We want to ensure higher quality PE lesson going forwards and we will be upskilling teachers' knowledge of the progression of skills in order for this to happen.</p> <p>Collection of PE assessment and use of data to inform future teaching and learning for those children to make progress.</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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>	31%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	23%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	27%
<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>	Yes/ 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: 2019/20		Total fund allocated: £17,417		Date Updated: July 2020	
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:
					%
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>Our focus is on enabling all children to engage in physical activity (this includes PE, SS and PA). We want to raise the cultural capital of the children in our school by giving them opportunities to access a range of PE lessons, physical activity clubs, days and entries into both competitive and celebratory school sport events.</p> <p>Active Breaktimes</p>	<ul style="list-style-type: none"> • Children in year 1 – year 6 at Yohden Primary School have two (1hr) sessions of Physical Education per week (one session may be a swimming lesson in KS2). Reception to have 1 session per week plus access to outdoor classroom daily. • FISCH to work with KS2 children (TBC). <ul style="list-style-type: none"> - KS2 Mentors and/or Sports Crew/Young Sports Leaders to be re or newly trained - Active playtime rota created - playtimes/dinner times (SSP to work with dinner staff to facilitate promoting activeness). 		Dinner staff skipping CPD delivered by Easington SSP - £6813 SLA. Equipment to support training for break/lunch	Children in Yr 1 – 6 participate in two sessions of PE per week. Reception 1 session per week plus access to outdoor provision. Due to Covid minimum impact within this year to be reviewed again in 2020-21.	To complete a PE health check with Easington SSP to gather a baseline of PE within our school. To make an action plan about how to develop a curriculum that is sustainable. Work with FISCH team to be organised for KS2 for 2020/21 School have more equipment to use at break and lunch times which is helping develop more active breaks. Lunch staff trained and able to provide active activities to the children at playtime. Need to look at impact of this further in 2020/21.

		throughout the year. £211.98		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Our focus in 2019-2020 is on the PE Curriculum (physical education lessons) element of PESSPA. We want to ensure higher quality PE lesson going forwards and we will be upskilling teachers' knowledge of the progression of skills in order for this to happen.	PHSE Scheme to include Being Healthy topic and Healthy School Week in Summer Term. Dinner staff and KS2 buddies to work together to increase movement and participation in physical activity during break/lunchtimes (to support promotion of active:30). SSP will be delivering a KS1 and KS2 movement group for SEN and LA children. A member of staff will attend each and be upskilled in delivering these interventions so they can continue in future terms/years.	Healthy school week activities Dinner staff CPD by SSP (inc in £6813) see above. Movement group (SEN) to be led by SSP (£6813 see above), SENCO and PE leader to select pupils to attend.	Due to Covid unable to complete Healthy school Week or topic 'Being Healthy topic'. Chn confidently participate in physical education and physical activity – 2 hours of PE per week, after school clubs and break and lunch time. Movement group unable to go ahead during 2020/21 due to COVID school closure.	To continue using PSHE programme across the school and 'Healthy school week' planned into each year. Planned to continue 2 hours of PE in September to deliver a broad and balanced curriculum. To organise movement group for 2020/21 when children are able to come together from different year groups. Look at training staff to lead movement groups within school rather than just using SSP to enable it to be sustainable within school.

	FISCH to work with children in KS2 (during summer term).	PE Leader and SENCO to organise with - FISCH £500.	Due to COVID school closure this was unable to happen.	Work with FISCH team to be organised for KS2 for 2020/21
To encourage children to pursue their passions and demonstrate that you must be resilient to succeed in sports.	Olympic athlete to visit the school and deliver an assembly on their journey and the setbacks they encountered, how they dealt with these. Workshop with each class.	No cost	Children excited about meeting an athlete. Children introduced to a new sport ie pole vaulting. Children beginning to see they can pursue their own passions and the need for resilience. Throughout school children can use a range of bootcamp moves e.g. spotty dogs, star jumps etc.	
	Reception to have balance bikes training. To build resilience in balance and movement.	£287.72	Children enjoyed session. Upskilled teacher.	
2 classes in school this year will be focusing on improving learning behaviours through better understanding (by staff and children) of brain chemicals and the effect PA can have on them.	Linked to supporting pupils approach to 'Healthy Competition' and resilience in competitive sport- 'Teamup' lessons delivered to 2 classes for 1 half term. 2 teachers being upskilled in delivering these lessons. Delivery can be shared with other staff members who need it in future years. 2 classes targeted based on SEN register.	Team Up lessons delivered by Sedgefield SSP £860	Children using terminology and more aware of their emotions and how they can support themselves to calm down.	
Education Durham County PE Advisor to support PE subject leader in observing PE lessons.	Advisor to come into school to support observing PE and develop next steps	Cost part of school SLA (6hr)	PE co-ordinator upskilled in observing PE and looking at provision across school.	To access further support and advise from SSP as new co-ordinator in place.

<p>To raise the importance of PE by all children having a PE kit in school and sharing team togetherness.</p>	<p>Order pairs of PE shoes in each size (rec-y6) to be kept in school and used by children who do not have their own PE shoes. Order PE kits in sizes (rec – y6) to be kept in school and used by children who do not have their own PE kit. These are also to be used when attending SS festivals and competitions to promote team-togetherness.</p>	<p>1 day cover £155</p> <p>Total Cost - £902.64</p>	<p>Training identified for all staff around gymnastics and games was planned to be delivered in the summer term however unable to go ahead due to COVID restrictions. Every child in school has an appropriate PE kit in school. Further impact next year due to children receiving them in September 2020.</p>	<p>Training of staff to look at how to deliver a unit of work around the core task to be arranged. Further support/training to be organised after speaking with staff. Ensure kits are kept clean and organised by class. To replenish stock as required.</p>
<p>As a school we have identified swimming as an area to improve. We will be upskilling staff who attend lessons so more children are being supported and take steps to increase children’s cultural capital in terms of swimming experiences.</p>	<ul style="list-style-type: none"> • Children in Years 3 and 4 throughout the year to attend swimming lessons. Year 5 and 6 have boosters in the summer term to support children in achieving their 25m and the end of key Stage 2 curriculum. • Order swimming costumes and trunks, towels and hats (sizes to fit y3-6) to be kept in school and used by children who do not have their own kits. • Upskill staff member who attends swimming lessons to enable her to support in the delivery of the lesson • Attendance team in school will be monitoring any children who are persistently absent on swimming 	<p>Swimming CPD cost £120</p> <p>Swimming costumes / Towels £320.95</p>	<p>Due to COVID restrictions year 3 and 4 children were unable to attend swimming lessons throughout the year. Year 5 and 6 were unable to have booster lessons in the summer term. Therefore this did not have the impact expected. Arrangements for swimming to be revised for 2020/21 when restrictions on attending pools is lifted.</p> <p>Member of staff upskilled in delivering swimming lessons however little impact seen due to COVI restrictions.</p>	<p>To reassess access to swimming lessons to ensure we have more children reaching 25metres by the end of Year 6.</p> <p>Same member of staff to attend swimming sessions in 2020/21 to apply the training received.</p>

	<p>days. To provide children with swimming badges to mark progress and to raise the profile of swimming in school.</p>	<p>£150</p>	<p>Badges unable to be used due to COVID restrictions in place around swimming lessons.</p>	<p>To use these badges as part of the swimming set up for 2020/21.</p>
--	--	-------------	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Our focus in 2019-2020 is on the PE Curriculum (physical education lessons) element of PESSPA. We want to ensure higher quality PE lesson going forwards and we will be upskilling teachers' knowledge of the progression of skills in order for this to happen.	Staff to receive training by the SSP coaching provision in an area of the curriculum that they require extra support with. <ul style="list-style-type: none"> - Staff competency audit/questionnaire Y1,2,3,4,6 during autumn, y4, 6 during Spring. - Moderation by PE by Subject Leader to include 'learning walks' to ensure impact of 'upskilling'. - To join Youth Sports Trust – to support in implementing and intent. 	SSP support included in £6813 (as above) £200	Staff received training and support in school with a member of staff from the SSP so that confidence in PE is raised. This should not need to be repeated next year as staff will receive lesson plans from the SSP staff to use in future teaching. Documents sent to PE Lead to support in role.	To complete a PE health check to ensure training is meaningful. To provide training to all staff on the approach of delivering PE around the core task for staff to apply to all areas of PE.
We will focus on the collection and collation of PE assessment and use of data to inform 'meaningful' future teaching and learning for those children to make progress, supporting more progressive teaching delivery and informative transition between year groups.	For all staff to continue to use the Durham core task assessment tasks as the unit of work (medium term plan) which support teachers in making judgements when assessing the 3 groups of children (above, at, below). Consult also- the Durham Progression of Skills Documents		Core task assessments are evaluated at the end of unit tasks and handed in to PE subject leader to ensure standards in PE can be monitored and areas of need addressed.	To continue to evaluate PE using core task assessments.

<p>Assessment data will be used to review pupil outcomes; informing CPD needs, curriculum or teaching and learning development focus going forward and any pupil intervention requirements.</p>	<p>– Moderation by PE Subject Leader to include collation of end of term unit assessments to inform next step developments</p> <p>To use the supporting materials provided by the SSP and County Advisor when delivering PE (e.g. TOPS cards, gymnastic position pictures etc).</p> <p>Create electronic resource file for staff use. Staff meeting on where to find this information.</p>	<p>Cover cost £155</p>	<p>All staff aware of this information and where to find on google drive.</p>	<p>Easington SSP continually developing information on google drive. Co-ordinator to keep staff updated with relevant developments.</p>
<p>Continuation of Subject Leaders Professional Development</p>	<p>Education Durham County PE Advisor to deliver CPD to staff on progression of skills in Gymnastics and teaching across a unit of work and phase of learning.</p> <p>Pedagogical approaches to T&L to be exemplified (4 Strands of PE revisited)</p> <ul style="list-style-type: none"> - Bespoke CPD contract with Education Durham Advisor - County Primary PE Network Meetings/CPD : focus e.g. <i>on middle management, PESSPA programme development and moderation, Ofsted Curriculum Deep Dives, premium strategic development and impact reporting.</i> - SSP Meetings and Leader 	<p>Cost part of school SLA</p> <p>Free as part of Education Durham LA SLA</p> <p>Part of SSP SLA (inc in £6813 as above)</p>	<p>Due to COVID restrictions this did not happen.</p> <p>PE leader more confident observing PE sessions and how to advise staff of next steps in learning.</p>	<p>To ensure new leader is aware and conduct a PE health check to assess the needs of staff upskilling.</p>

	Briefing			
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>We want to raise the cultural capital of the children in our school by giving them opportunities to access a range of physical activity clubs, days and entries into both competitive and celebratory school sport events.</p> <p>We want to provide children with experiences and knowledge of a range of sports and activities to broaden their interests and we will use Sports Premium to support G&T children in their chosen area if/when needed (e.g. subsidise attending a club).</p> <p>Our opportunities may also link to community activity and sport-supporting our Active 30+ agenda, encouraging pupils to be more active both in and outside of school and supporting parental engagement (Key</p>	<p>Participation registers and activity audit to identify current offer.</p> <p>Pupil and parental voice questionnaire to seek views and preferences (targeting least engaged)</p> <p>Autumn Judo taster session for all year groups with opportunity to join the club in Peterlee afterwards.</p> <p>Range of afterschool clubs offered to all pupils in both key stages (inc EYFS) throughout the year. At least 2 sporting clubs offered each week. SSP to deliver a sporting afterschool club each term.</p>	<p>SSP 1 club per term (part of £6813, see above) Judo taster provided by SSP.</p> <p>Other after school clubs provided by other agencies—£3163 during 2019-2020.</p>	<p>103 children accessed after schools across Rec-Y6 in the Autumn and Spring terms. 37 children identified as pupil premium attended and 37 children identified as SEND.</p> <p>Increased attendance of pupil premium and SEND children at clubs involving physical activity tracked.</p> <p>Afterschool clubs provided by SSP Autumn (boxercise), Spring (dance)</p> <p>Afterschool clubs provided by other agencies: All year: KS2 football, Autumn: KS1/2 gymnastics, KS1 yoga, Spring: KS2 yoga,</p>	<p>When able to provide again these need to be made available for children. Questionnaire about clubs to be given again to children and parents and a range of clubs to be organised</p>

<p>Indicator 1 and 2)</p>	<p>Boys and Girls football teams (year 5, 6) in local league matches. Football teams receive training each week after school from HUFC along with</p> <p>Hoopstarz experience day booked for healthy schools week.</p> <p>Skipping experience day booked for healthy schools week.</p> <p>Beach school to be booked for summer term for parents and children (family learning) 6 sessions</p>	<p>Football training open to all KS2 delivered by HUFC Total cost for 2019-2020 £1120</p> <p>Hoopstarz day – £283.45</p> <p>Skipping day cost £300</p> <p>Beach school predicted cost £390.</p>	<p>27 children from across KS2 have accessed football training. School football teams were attending training however inter school matches were unable to take place due to COVID.</p> <p>Unable to have these events due to COVID restrictions and school closure.</p>	<p>Regular quality football training to be accessible to all children in school. Quality of training to be monitored. Increase the profile of girl’s football to ensure a greater number of girls are accessing the training to enable school to have a regular girl’s football team.</p> <p>Ensure further experience days are booked for 2020/21 to enhance provision in school especially during healthy school week in June/July 2021.</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:
To improve the understanding and raise the profile of 'Healthy' School Competition and participation supporting whole child development.	Olympic athlete to visit the school and deliver an assembly on their journey and the setbacks they encountered, how they dealt with these. Workshop with each class.	No cost	(see key indicator 2).	To use in school yearly as good opportunity for children in school to access a range of sports and show the hard work and perseverance you need.
Identify the competition framework through a stepped level process and access for ALL pupils (including SEND and G&T)	<ul style="list-style-type: none"> - Timetable intra school competition/festival opportunity linked to curriculum units of work (medium term) e.g. gymnastic festival, dance festival, invasion game tournament - Sponsored Events (school calendar events) - Healthy school week includes a competitive sports day, parents attend and take part. 	£684 to cover workshops and sport activities for healthy schools week	No festivals or competitions were attended during 2019/2020	Levels of involvement of children at competitions and festivals to be significantly improved from 2019/20.
<ul style="list-style-type: none"> - Embedded competition within lesson structures e.g. T&L- organisation of game structures as part of the 'selecting and applying' strand of PE - Personal best challenges and Assessment for Learning approaches to T&L - Level 1: Intra School Competition - Level 2: Inter School Competition (Cluster Leagues, SSP Cluster events and School Games Competitions. - Level 3: County Finals (School Games) and County Rugby and 	Children to participate in the following competitions, festivals and tournaments: Netball Gymnastics Y2 ourdoor Athletics	Festival participation – inc in SSP	No healthy school week due to school closure. No festivals or competitions attended during 2019/20	To continue to operate Healthy schools week raising the importance of physical activity To ensure we improve the number of children joining competitions and festivals across the school.

Subject Leader:	
Date:	
Governor:	
Date:	