

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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 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. **All funding must be spent by 31st July 2022.**

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£2957
Total amount allocated for 2020/21	£17400
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17470
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17470

Swimming Data

Please report on your Swimming Data below.

<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 then transfer to the pool when school swimming restarts.</p> <p>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</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>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>Please see note above</p>	83%
<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>	83%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	87%
<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>	No

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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:	Date Updated:		
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: %
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>We will raise the understanding of the importance of regular physical activity to all stakeholders (Pupils, Staff, Parents, Governors,</p>	<ul style="list-style-type: none"> All children and year groups at Yohden Primary School have two (1hr) sessions of Physical Education per week (one session may be a swimming lesson in KS2). Pledge Active 20 to Active Durham Hub Pledge to participate in HEART project to support pupils to be active outside of school. <ul style="list-style-type: none"> Audit curriculum e.g. 4 strands of PE includes: Knowledge of Health and Fitness (delivered within PE. PSHE and Science Curriculum links) 	Free	<p>All children participating in lessons and more SAQ lessons happening to ensure children are moving correctly and using principals of SAQ.</p> <p>KS2 pupils all received packs with a range of equipment to use at home alongside books to give activities to complete over 12 weeks. Children that completed got a medal and went to a session with the heart project team.</p> <p>Core tasks working well – LTP mapped out with tasks for each year group.</p>	<p>To continue moving forward – Same person to take SAQ lessons (DHT) for year groups.</p> <p>To continue to find ways to engage parents and children in PA outside school.</p> <p>Staff had training on core tasks no staff changed next year. To continue to use.</p>

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<p>Community) and the CMO recommendations for 30-60mins per week.</p>	<ul style="list-style-type: none"> • Allow pupil voice to indicate their understanding of the physical activity and its importance (Y6 Powerpoint about Health and Wellbeing in PSHE) • Governors to attend training with regards to PESSPA 25.11.21 • All staff training on Inspired schools to encourage PA 21.6.22 • All staff training on physical literacy 5.7.22 	<p>Part of last years payment - inspired schools</p>	<p>More children aware of a healthy lifestyle and understand the importance.</p> <p>Governors have a greater understanding of PESSPA. Lead being challenged and set targets</p> <p>More knowledge of games that can be used on the markings. More staff encouraging children to use marking and playing games with children over break times.</p>	<p>Training with staff in physical literacy will make children more aware in academic year 2022-23</p> <p>No changes to lead or governors able to keep relationship and working as a team going moving forward to drive forward the PESSPA message.</p> <p>To continue moving forward into September.</p>
<p>Improves opportunities and participation in;</p> <p>Active Routes to School</p>	<ul style="list-style-type: none"> • To use all opportunities in the school day to be active – - Routes to school survey to consult - Baselined and then completing over the summer half term. 	<p>Free</p>	<p>Recently introduce walk to school. Baseline completed with all children and children have completed the first month.</p>	<p>To continue moving forward into September.</p>
<p>Active Breaktimes</p>	<ul style="list-style-type: none"> - KS1 Sports Leaders to be newly trained 21.6.22 - Active playtime rota created - playtimes/dinner times - Meet with Opal (playtimes for 18month project linked to developing our outdoor spaces to create more PA breaks and lunches. 	<p>£2751.19 on PE and break/lunch time equipment throughout the year.</p>	<p>Sports leaders have attended training for academic year 2022-23. Children are enjoying the responsibility and encouraging others to be PA.</p>	
<p>Active Blasts</p>	<ul style="list-style-type: none"> - Use Active Durham Active 30 Hub for free resources to support active blast opportunities and ideas. 	<p>£2287.01</p> <p>Free</p>	<p>Began process of engagement with Opal. Initial meeting to discuss the project and how it will run over next 18 months.</p> <p>All staff have attended training on Physical literacy.</p> <p>Record of all afterschool clubs in</p>	<p>To continue moving forward into September.</p> <p>All staff to use strategies taught during session.</p> <p>To continue this into the next</p>

<p>Active After School Provision</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"> - Training on physical literacy - Participation registers and improved after school club provision- see actions on key indicator 4. <ul style="list-style-type: none"> • Children in Years 6 to swim throughout year to increase % achieving 25 metres. Other session to be allocated each half term by PE lead using data to analyse who needs it the most. Teachers to attend swimming lessons. •Upskill staff member who attends swimming lessons to enable him/her to support in the delivery of the lesson. •Attendance team in school will be monitoring any children who are persistently absent on swimming days. •Engage parental support (raise the profile of swimming- importance and celebration) 	<p>Part of SLA for swimming.</p> <p>Free</p>	<p>place</p> <p>Year 6 have been swimming most of the year to ensure they are able to swim to 25m. 83% of children able to swim 25m unaided and 87% can perform self-safe rescue. This is a massive increase from last years data.</p> <p>Year 6 teacher attended 3 day swimming course. T now feels more confident teaching swimming.</p> <p>Continuing to monitor however more children are swimming now as the expectation is all children swim.</p>	<p>academic year.</p> <p>This model worked this year by placing a greater significance on T's going to swimming sessions and actively participating. To continue moving forward into 2022-23.</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: %
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 2021-2022 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. To ensure all children have high quality resources for each lesson. To encourage children to pursue their passions and demonstrate that you must be resilient to succeed in sports. For all staff to understand the importance of Physical Literacy	PE lead to attend LA networks and training PE lead to attend SSP meeting about what they can offer school. Membership of Youth Sports Trust Staff training –See Key Indicator 3 for Staff 'upskilling' and CPD programme to raise teaching and learning standards Audit PE resources and buy new resources to support the teaching of PE To hold a variety of PA fundraising events. To discuss athletes and their journey and the setbacks they encountered, how they dealt with these. -Sports sponsored circuit -Colour run 2 hour training with all staff.	£320 supply. SSP cost £7143 (as above) £210 As above (£2751.19) £144 Free	PE coordinator knowledgeable about subject and clear goals for moving forward. PE coordinator now developed a network to support the development of PESSPA across our school. All staff using core task and this is developed into a manageable LTP. PE equipment available, More resources ordered in summer term. Children enjoyed and lots of parental engagement and support. All staff have new knowledge and discussions to continue about what this will look like in the next	This will support development of PE in the future as PE lead has a greater knowledge of how to develop PE across the school. To continue to attend and improve subject knowledge. To continue to develop next academic year. To continue to update equipment. To continue to develop this over academic year 2022-23 To continue to work with County Durham Sport as part of the physical literacy project.

To increase the types and amount of SS offered as Afterschool clubs	To offer a range of clubs for all year groups	£2295	academic year. After school clubs held across the year Cricket – KS1 and KS2 Key skills – KS1 Football – KS1 and KS2 Gymnastics – KS1 Yoga – R, KS1 and KS2 Tennis – KS2 Fit blast r, KS1 and KS2 Dodgeball – R, KS1 and KS2 Netball – KS2 Key steps – KS1	To continue to offer a range of sports as after school clubs in the next academic year.
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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 2021-2022 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. We will focus on the collection and collation of PE assessment and use of data to inform 'meaningful' future	Staff to receive training by the SSP coaching provision in an area of the curriculum that they require extra support with. - Staff competency - All year groups SAQ (throughout the year) - Gymnastics – Year 1/3 (Autumn) - Key steps – Year 2 (Autumn) - Football – Year 3 (Spring) - Tennis – year 4 (Summer) - Moderation by PE by Subject	SSP support £7143	Staff will receive 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. • 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	Staff more confident teaching PE and enjoy working with the coaches. Next year training will focus on the staff moving year groups and dance.

<p>teaching and learning for those children to make progress, supporting more progressive teaching delivery and informative transition between year groups.</p> <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>Continuation of Subject Leaders Professional Development</p>	<p>Leader to include 'learning walks' to ensure impact of 'upskilling'.</p> <p>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</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). Create electronic resource file for staff use.</p> <p>Education Durham County PE Advisor to deliver CPD to staff on progression of skills in Athletics and teaching across a unit of work and phase of learning. Pedagogical approaches to T&L to</p>	<p>Free as part of Education Durham LA SLA</p>	<p>addressed</p> <p>Staff now completing end of unit assessment tasks. Staff meeting help about the progression of skills documents and that they need to use during planning of PE lessons and when making assessments.</p> <p>All assessment in PE lead file and inform provision I will put in place for next academic year.</p> <p>Staff are all using the supporting materials provided by SSP and Inspired Playgrounds. We have had training with county advisor. All resources are uploaded to shared staff one drive.</p> <p>All staff greater understanding of athletics teaching and resources on one drive.</p>	<p>To continue next year. Next steps to video core task at the beginning and end of the unit for evidence of progression.</p> <p>To continue next year.</p> <p>To continue next year.</p> <p>To continue to use resources and information from SSP to teach high quality athletics lessons.</p>
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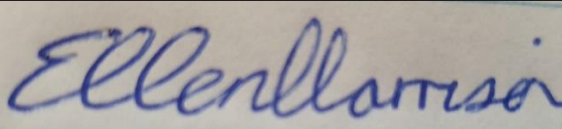
	<p>be exemplified (4 Strands of PE revisited)</p> <ul style="list-style-type: none"> - County Primary PE Network Meetings/CPD : focus e.g. on middle management, PESSPA programme development and moderation, Ofsted Curriculum Deep Dives, premium strategic development and impact reporting. - SSP Meetings and Leader Briefing - Lead attend Durham Active 30 training - Football coach attend training for FA primary teachers award - ML to attend training on 'Reframing healthy competition' -Year 6 teacher attended 3 day CPD for swimming - Lead and football coach attended training for Disney Shooting Stars programme. - Governor training 'What is PESSPA?' -Inspired schools playground markings -All staff training on Physical Literacy. 	<p>Free</p> <p>Free</p> <p>Free</p> <p>Free</p> <p>Free</p> <p>Free</p> <p>Free</p> <p>As part of last years payment.</p> <p>Free</p>	<p>Lead attended all PE network meeting and SSP meetings and informed staff of changes or resources that are available.</p> <p>Coach enjoyed session and noted it would be beneficially for all staff.</p> <p>T feels more confident teaching swimming. Now have resources for Disney shooting stars and will look to use in the next academic year.</p> <p>Governors have a greater understanding of PESSPA. All staff now able to use markings to encourage pupils to become PA All staff now planning in times to use strategies taught during Physical Literacy training.</p>	<p>Lead to continue the professional development by attending network meetings.</p> <p>Looking into how we could facilitate this next year.</p> <p>T to use knowledge with next years class to teach high quality swimming lessons.</p> <p>To develop afterschool club for Disney Shooting Stars programme.</p> <p>Governors meeting held frequently to update and governors to challenge lead.</p>
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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:
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.	Participation registers and activity audit to identify current offer Pupil and parental voice questionnaire to seek views and preferences (targeting least engaged)	SSP 1 club per term (part of £7143, see above)	Increased participation in a range of activities for children and parents.	More children attending clubs than previous. Range of clubs offered to all children. To continue building this legacy.
	Fundraising event - Colour run Sports circuit	Noted above £144	All children participated and enjoyed events and are keen to participate in more.	
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). 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 Indicator 1 and 2)	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.	Other after school clubs provided by other agencies - £2295 (yoga - £225, keep active £630 and Foundation of light £1440).	Increased attendance of pupil premium children at clubs involving physical activity – to be tracked. After school clubs held across the year Cricket – KS1 and KS2 Key skills – KS1 Football – KS1 and KS2 Gymnastics – KS1 Yoga – R, KS1 and KS2 Tennis – KS2 Fit blast r, KS1 and KS2 Dodgeball – R, KS1 and KS2 Netball – KS2	

	<p>Hoopstarz experience day booked for healthy schools week.</p> <p>Complete the heart project.</p> <p>Boys and Girls football teams (year 5, 6) in local league matches.</p> <p>Football teams receive training each week after school from PC along with AH.</p> <p>PC training with FA</p>	<p>Hoopstarz day – £316.80</p> <p>Football Alliance - £85</p>	<p>Key steps – KS1</p> <p>All children in school to participate in a hoopstarz day during healthy school week.</p> <p>As above</p> <p>Football team has worked well this year with a more consistent manager. We finished 4th in the league. It was commented upon by other schools how well our team were team players, worked together and showed the values of our school.</p>	<p>Children enjoyed day and are using the hoops during playtimes and lunchtimes.</p> <p>Regular quality football training to be accessible to children in school.</p> <p>Quality of training to be monitored.</p> <p>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 perhaps through the Disney Shooting stars programme.</p>
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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:
<p>To improve the understanding and raise the profile of 'Healthy' School Competition and participation supporting whole child development.</p> <p>Identify the competition framework through a stepped level process and access for ALL pupils (including SEND and G&T)</p> <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 	<p>To discuss Athletes journey and the setbacks they encountered, how they dealt with these. To follow a sports circuit completed by whole school.</p> <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. 	Free	<p>All children participated and school raised £2910 to be put into making our yard area more PA.</p> <p>LTP in place with opportunities to practise up coming competitions during SAQ times. Staff encourage and plan intra school competition to enable children to be ready for inter school competition.</p> <p>100% of children in both KS1 and KS2 participated in two or more intra school events.</p> <ul style="list-style-type: none"> • All children to participate in sports day activities (3 races each). 	

<p>- Level 2: Inter School Competition (Cluster Leagues, SSP Cluster events and School Games Competition)</p>	<p>Children to participate in the following competitions, festivals and tournaments: Rugby – Year 6 Netball- Year5 Cross Country – 1/ 2, 3/ 4,5/6. Key skills – Reception Football – Year 3 and 4 Boccia – Year 3 and 4 Key Steps – Year 2 Basketball – Year 6 Tennis – Year 4 OAA – Year 2 Athletics – Year 1, 4, 5, 6 Friendship games – year 3, 4, 5, 6</p> <p>Boys and Girls football teams (year 5, 6) in local league matches. Football teams receive training each week after school from SAFC.</p>	<p>Festival participation – inc in SSP £7143 (see above)</p> <p>Transport for festivals/football £2260</p> <p>SAFC - £35 per week. Total cost £1440</p>	<p>Participation registers included completed.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	G. Metcalf
Date:	30.6.22

Governor:	
Date:	