



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised December 2017

Commissioned by  
**Department for Education**

Created by



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Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date: Areas for further improvement and baseline evidence of need:

Participation records for the last 3 years;  
 2016/2017 – 40%  
 2017/2018 – 52%  
 2018/2019 – 61%  
 2019/2020 – 47%

In school we have 41% girls of whom 44% are active in afterschool clubs. Of our overall 47% only 38% are girls. Clearly this needs to be a target for next year.

Our current year 5 and 6 have the lowest attendance at after school clubs, to address this we will ask the school council for their views, aiming to get the children’s ideas for clubs.

We have sent 6 MAT children from years 5/ 6 on leadership courses with Staindrop Academy.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	0%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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?	No

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<b>Academic Year:</b> 2019/2020	<b>Total fund allocated:</b> £16646	<b>Date Updated: April 2020</b>		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All pupils to receive 2 hours taught PE a week Pupils to access high quality PE / swimming lessons to promote physical activity heathy lifestyles, independence and life skills – PSHE	PE lead to ensure that each class has 2 lessons timetabled.		2 hours of PE offered throughout school Lessons in cross-curricular activity-eg History, maths and literacy.	PE lead to ensure that each class has 2 lessons timetabled. Coordinator to monitor planning/assessment and observe 1 lesson per term.
Embed the daily mile or activity in every class.	Introduce a mile a day to classes 2 and 3. Introduce the other markings on the playground for class 1.		Mile a day throughout school- children's running diaries comment on improved stamina and fitness.	Embedded within Tees Class, now to extend to Wear.
Improved participation in extra time activity clubs.	2 PE related clubs as part of the Gainford Extra time club	£1, 800	From participation record, participation has decreased from 61% to 47%	This needs to be a priority for next year, there needs to be a more rigorous consultation with the children through the School Council.

To increase pupil's participation in physical activities during their 15-minute morning/ afternoon playtime and their 30 minute lunch playtime / after school clubs	Ensure big equipment is timetabled for all classes to use. All staff to develop skills in delivery / understanding of break / lunchtime / afterschool club activities to promote engagement / physical activity for all pupils	£500 £1000 for storage for playtime equipment. £500 (£324 – Frisbee goal)	Following some y 5/6 children taking part in leadership training at Staindrop participation in activity at break time has improved. The juniors have made up their own games.	To further improve this we will use the School council to create a wish list of resources. (Using the School council this way helps towards our Sainsbury's school mark)
Introduce activities in which all pupils can be involved (e.g. wake up and shake) e.g. Go Noodle or 5 a day tv.	New playground equipment to entice children to be more physically active Classes to try and adopt programs such as Go Noodle at some point every day for at least 5 minutes.		The children are all engaged with Joe Wickes and Go noodle.	We will carry on the momentum of Joe Wickes, completing a 'wake up shake up' type activity.
Introduce the playground leader program for 2019/2020.. Use of Playground Leaders to deliver activities at lunch time as a means of engaging children in regular physical activity.	Year 6 children who are interested in becoming a playground leader to complete an application form and receive training from Mrs Muir	£100 – staff time £100 - resources	More chn will be active and involved in activity. Increased responsibility and confidence for older chn.	This was completed with some children in yr 5/6 – for this next year we will have an application form for extra children to do at our school.

**Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement**

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE and Physical Activity notice board in the hall to celebrate sporting participation and achievement.	Find a suitable space, encourage staff to join in.	£100	The profile of the subject will be improved. Children are more aware of a variety of sports and what adults do as well.	Refresh/update this board. Complete the Forest School board.

Improve and replace equipment	Audit equipment New mats needed for gymnastics which improves pace of lessons as the chd to mat ratio is improved.	£500	This is part of an annual audit of resources and safety check.	Annually check resources, audit against curriculum needs.
In assemblies talk about sporting opportunities and activities which have taken place. This inspires young children to want to get involved in activities and sporting opportunities.	In assemblies we have had children who have taken part in sporting activities stand up so we can celebrate their successes.		Chn inspired to try new activities.	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 PE and Physical activities.
Ensure staff, children, parents and the wider community are fully aware of PE and sports events and activities within the school.	A Sporting section to be included in the newsletter, promote what we do on social media e.g. facebook		Improved communication between school and home. Improved the partnership between school and home.	Consider the Facebook option again, could use PE money to help to set this up.
Explore opportunities that allow 'off the cuff' sporting moments e.g. lunch time dance club.	Encourage dance offs Provide opportunities such as dance classes/ different sporting events so that chn will be inspired.		There has been a number of occasions this year when older children have organised a dance 'club'. We need to encourage this as a staff, and provide opportunities to show case talents.	

<p>To further develop the provision of special themed Team / sporting events / high quality PE lessons to promote PE and sport for all</p>	<p>Specialist Team Days –  <b>To develop Team Days / competition opportunities</b>          - Develop / create Team logos          - Develop / run Team competition events          - Celebration of achievements</p> <p><b>Specialist Festivals and themed days</b>          - Facilitate a range of SEN sports festivals to provide opportunities for pupils to take part / compete against their peers.          - Develop Sports Leadership opportunities / community links and pathways for pupils outside of school</p> <p><b>Enhance provision for offsite trips</b>          - Increase opportunities for pupils to experience / explore other locations / activities / opportunities          - Research / book other activities / venues / coaches</p> <p><b>Enhance specialist activities provision</b>          Forest Schools          OAA          Dance and creative movement          / Dance timetable to provide wide range of opportunities for pupils to explore / develop skills in different environments / different mediums.          - complete forest schools qualification          - Develop and implement Forest School timetable          - Develop range of adapted equipment to support access / learning.          - SLT and PE subject lead to monitor and evaluate the assessment of pupil opportunities / development and progress in PE</p>	<p>£850 – buses</p> <p>£500 – course and set up.</p>	<p>Inspire the chn, improve links between community clubs, home and school.</p>	
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>SLA with Staindrop school</b></p> <ul style="list-style-type: none"> <li>• 1 x hour per week of coaching/teaching at their school per week</li> <li>• 1 x 2-3 hour festival hosted at Staindrop School each half term</li> <li>• 1 x 2-3 hour competition hosted at Staindrop School each half term</li> <li>• 1 x 2-3 hour EYFS festival hosted at Staindrop School each term</li> <li>• 1 x 2 hour CPD session to be delivered at Staindrop School for any Primary School Staff to attend each term</li> <li>• £50.00 – 2 x Indoor competitions at the Alun Armstrong Centre in Shildon</li> </ul>	<p>Sign up to the SLA, engage with feedback questionnaires and meetings to ensure the continual improvement. All lessons to be at least good.</p>	<p>£2,750</p>	<p>The standard of teaching and learning has improved along with staff confidence. More children achieving age related expectations All children take part in competitions and festivals, to improve participation. Improved knowledge of health and fitness.</p> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>- Skills, knowledge and understanding of pupils are increased significantly.</li> <li>- Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve</li> <li>- Chn are able to talk about the skills and knowledge.</li> </ul>	<p>This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum.</p>
<p>All lessons to continue to be at least good. To provide a challenging and varied curriculum.</p>	<p>PE lead to observe and team teach lessons. Complete a survey of needs.</p>		<p>PE planning is always complete; all staff complete their movement books. Assessments are not always complete – these need to be change in line with current class structure.</p>	<p>Reintroduce more rigorous assessment and monitoring for PE on a half termly basis. Allocate funding to cover Coordinator time out of class to monitor planning and observe lessons.</p>
<p>All teachers to continue to benefit from working alongside the PE specialist to increase their subject knowledge and improve their delivery of PE.</p>	<p>All teachers are timetabled at different times of the year to work alongside the PE specialist and experience the teaching of different activity areas e.g. invasion, gymnastics, striking and fielding, etc</p>		<ul style="list-style-type: none"> <li>- Teacher confidence has improved.</li> <li>- Skills, knowledge and understanding of pupils has increased significantly.</li> <li>- Pupils enjoy PE and Sport, keen to take part and demonstrate a real desire to learn and improve</li> </ul>	<p>SLA to provide more planning. Needs to be altered to suit our current class structure.</p>

			- Chn able to talk about the skills and knowledge.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
- Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. - Focus particularly on those pupils who do not take up additional PE and Sport opportunities, Especially girls.	Contact local sports clubs / deliverers Provide at least 2 sporting clubs per term.	(500 – (accounted for above)	Participation will be up to 75%..  -	- Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion. - The school is no longer dependent on 'experts' coming in to teach PE and Sport as staffs are more confident and keen.  Need a pupil questionnaire to get exact percentages.
Year 5/6 to take part in an outdoor and adventurous residential trip to Robinwood, taking part in new activities.		£500 – additional staff		

To begin to offer Forrest schools sessions to engage more children.	To order equipment	£5000	FS will be implemented. Children will be excited by outdoor learning.	FS has been running nearly a year in Swale class. Next we will roll it out to the rest of the school, the idea is to follow an outdoor passport curriculum, with progressive skills.
To increase the range of creative / adapted sporting activities and events to extend and widen the range of opportunities for pupils to take part in high quality PE and Sport To increase range of high quality equipment available to young people to use / access sporting activities / participate in healthy lifestyle	All pupils to access high quality swimming lessons off site - to work with different schools to plan and deliver a wider range of sports festivals - Develop sports clubs equipment for during breaks / lunches and after school extra-curricular clubs including use of specialist coaches - To purchase new PE equipment eg balls / trampettes etc to enhance lesson provision / active lessons	£600		

**Key indicator 5: Increased participation in competitive sport**

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
- To introduce additional competitive sports identified by pupils in order to engage more pupils. - Engage more girls in inter/intra school teams.	-Arrange friendly competition - inter/intra school - use the local sport partnership. - Ensure all coaches have level 2/3 PESSPA qualifications - arrange attendance at appropriate courses		All children taking part in at least 2 competitions over the year – however this is during lesson times – we need to encourage participation in competitive sports for after school clubs. <b>WIDER IMPACT AS A RESULT OF ABOVE</b> - Improved standards in invasion games in curriculum time	- Conduct a survey of the children for their ideas of competitive sports.

			- More girls are keen to take part with a noticeable difference in attitudes to PE and sport.	
Provide opportunities for pupils to participate in competitive tournaments, covering a broad range of sports, through membership of The SLA	Sign up to the Durham School Sport and Physical Activity network and register interest to take part in a range of different sport and activities.	£2750 (accounted for above)	Registers Competition schedule Photos Result sheets and certificates Website	
Link with local schools to create more inter team competition.	Arrange fixtures in a variety of different activities.	£150 – additional transport costs. £120 – transport for football £300 – football coaching	Registers	We have spent £1640 on football this year, we need to similarly invest in other competitive opportunities.
Develop intra team competitions for classes to play against each other.	Use a set lunch time to organise intra team competitions.  Arrange 4-week block competitions for each year group 1 2 3 4 5 & 6.		Photographs on our display Match reports	The curriculum needs to be adapted to suit our current class structure.
To provide further opportunities in SEN competitive sport	Develop Team – Intra competition opportunities for all pupils Link to SSP for SEN events.		Reports/photographs.	Link with Sedgefield SSP.
<b>Whole school objective</b> Vocabulary	Vocabulary included on assessment boards and in planning Vocabulary used through lessons by pupils and adults		observations Pupil voice Attainment levels Children are able to explain using more accurate and wider range of vocabulary	

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