

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

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 (July 2023):	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Increased participation in competitive sport within the Stockton Sports Partnership including increased use of local community facilities Improved break and lunchtime facilities for sport and increased physical activity Some HRE lessons encourage and promote activity and use of the outdoors in addition to playtimes to support with rebuilding of friendships and social skills during games and group activities Pupils in Year 4, Year 5 and Year 6, who missed swimming lessons in Year 3 due to Covid-19 have now additional swimming lessons with the aim of reaching 25 metres and their safety in water certificates Increased participation in after school clubs to enrich aspects of PE curriculum and increase physical activity Replenishment of sports equipment to enrich active playtimes and teaching of PE skills 	<ul style="list-style-type: none"> Develop sports leader roles for children in Year 5 Introduce playtime buddies to in KS1 to facilitate active playtimes Increased physical activity promoted during mental health and wellbeing lessons (HRE) providing opportunities for all children to access an additional 30 minutes of activity in addition to PE lessons and active playtimes Increase the range of sport or active afterschool clubs on offer to all pupils Increase opportunities for all pupils to take part in competitive sport Raise the profile of PE, sport and physical activity across the school as a tool for whole school improvement Introduce fine and gross motor interventions for those pupils who need development of skills To achieve the Gold School Games Award (last awarded pre-pandemic)

Did you carry forward an underspend from 2021-22 academic year into the current academic year? YES/NO

Meeting National Curriculum Requirements for Swimming and Water Safety	
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 2023.	54%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	33%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	10%
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?	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: 2022/23		Total fund allocated: £18,931 Total spent: £21,205		Date Updated: July 2023	
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: £950 = 4%
Intent	Implementation		Impact		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
Improve the provision in Early Years to improve outdoor physical activity, fine and gross motor development	<ul style="list-style-type: none"> Purchase equipment and resources to support active play and fine and gross motor skills for example, balls in different sizes, throwing and catching equipment, hoops, skipping ropes etc. Purchase larger, physical resources to develop balance and coordination skills Purchase equipment and resources to support the teaching of the PE curriculum 		£500	<ul style="list-style-type: none"> The outdoor provision is promoted and observations shows a higher level of physical play and activity with children utilising the resources provided. Assessment data: physical development (gross motor skills) indicates that pupils are in line with national average expectations. Currently 92% of Nursery pupils and 97% of pupils in Reception have met the standard. 	
<p>CPD supports the use/link physical activity and outdoor areas when teaching the objectives in the Statutory Health and Relationships Framework (particularly physical wellbeing)</p> <p>Increase opportunities for all pupils participate in physical activity during the delivery of the Health and Relationships Education including mental health and wellbeing breaks (contributing to additional 30 minutes increased physical activity throughout the school day).</p>	<ul style="list-style-type: none"> Teachers have a bank of resources and suggested activities to promote pupil's physical activity in Health and Relationship lessons Purchase equipment, for example, emotion cards/balls/bean bags/signs, etc to promote and encourage physical activity during additional wellbeing breaks 		£450	<ul style="list-style-type: none"> Physical activity and use of outdoor areas are promoted during the teaching of objectives from The Health and Relationships Framework Equipment purchased supplements the teaching of objectives and promotes physical activity 	
			<ul style="list-style-type: none"> Enhanced planning for physical development in Early Years Equipment is stored appropriately to maintain longevity Pupils are encouraged to use the equipment and resources correctly and with due care – as appropriate to age and understanding. 		
			<ul style="list-style-type: none"> Pupils are taught to use equipment as intended Staff are expected to prioritise the use of the outdoor provision when creating their long term maps at the start of the new academic year Equipment purchased evaluated on fit for purpose and longevity. 		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£5,305 - 25%
Intent	Implementation		Impact	Sustainability and suggested next steps:
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
<p>Use PE, sport and physical activity to support and aid the development of key skills, including life skills and provide opportunities for pupils to transfer these to other curriculum areas, the wider school and beyond:</p> <ul style="list-style-type: none"> • Use PE, sport and physical activity to develop social skills and team work. • Use PE, sport, physical activity and tailored provision (interventions) to aid fine and gross motor skill development. • Use athletes, coaches and sports leaders as role models to promote a love of sport, the benefits of hard work/exercise/practice to engage them and raise their achievement and aspirations • Ensure PE, competitive and school sport is celebrated in assemblies, display boards, social media and on school newsletters • Use the school website and social media sites to show recognition of pupils and school success • Ensure that high quality PE lessons are being delivered during curriculum time • To enrol pupils on the Sports Leader Programme to engage and facilitate their ability to become responsible for delivering of physical activities to the rest of the school and supporting active playtimes across all phases • Ensure school staff are better equipped/ more confident to teach all stands of PE 	<p>Contribute funding to pay for the Stockton School Sport Partnership which provides:</p> <ul style="list-style-type: none"> • participation in a range of competitions outside of the School Games programme • access to CPD programme • enrolment on the Primary Leadership Academy • Development and contribution to our vision for PE, sport and physical activity in promoting and developing pupil’s physical and mental wellbeing as well as their social and emotional health • Develop a team of sports leaders to help run and organise games in KS1 and KS2. 	£1325	<ul style="list-style-type: none"> • Pupils’ physical, personal, social and emotional skills are developed • Attainment and achievement, behaviour and attendance are improving • PE, sport and physical activity has a high profile and celebrated across all aspects of school life • Pupil’s respect and work with each other, exercise self-discipline and act in a safe and sensible manner. • There is continued progression of all pupils during curriculum PE lessons. • Pupil interviews indicate that pupils enjoy PE lessons, the use of the outdoors and the variety of activities on offer during and outside of the curriculum PE (for example, access to afterschool clubs). • Pupils across the school provided with opportunities to participate in inter class competitions raising the profile of competitive sport within school. • Sports leaders encourage and promote activity by being positive role models in the school. 	<ul style="list-style-type: none"> • Evaluate the impact that PE, sport and physical activity has had on academic achievement, behaviour, attendance, health and wellbeing and team work • Review SIP (school Development Plan) policies and audit resources accordingly • Staff voice to verify that they are better equipped/more confident to teach PE in school • Monitoring use of Complete PE scheme and whole school PE coverage – is it progressive? Is it being used with flexibility to allow for tailoring to individual need? • Sports leaders train pupils in other year groups to develop future leaders
	<p>Provide Gross Motor Intervention for pupils who need it:</p> <ul style="list-style-type: none"> ▪ Weekly interventions to be delivered by Level 5 Primary Sports Specialist ▪ Appropriate equipment and resources used to support gross motor skills development 	£2730		
	<p>Scheme of work is well matched and used to deliver high quality PE lessons across all strands.</p> <p>Age-appropriate equipment and resources</p>	£1250		

<ul style="list-style-type: none">Decide upon an appropriate scheme to use a tool to support progression and achievement against objectives.	to supplement and complement delivery of PE National Curriculum purchased Sports provision (within and beyond the curriculum) to raise pupils' attainment provided.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £2,050 = 10%
Intent	Implementation		Impact	Sustainability and suggested next steps:
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
<p>Raise the quality of learning and teaching in PE, sport and physical activity by:</p> <ul style="list-style-type: none"> Supporting staff to deliver an inclusive, high quality PE curriculum which is broad and balanced Providing sports provision (within and beyond the curriculum) to raise pupils' attainment. <p>To use 1:1 lesson observation to monitor staff effectiveness and confidence in delivering the PE curriculum</p>	<p>Provide opportunities for staff to access CPD opportunities through the Stockton School Sport Partnership CPD programme.</p> <p>Purchase high quality resources to support teachers to deliver the PE curriculum and plan lessons which utilise the outdoor areas</p> <ul style="list-style-type: none"> PE lead to take responsibility for the upskilling of teachers through modelling lessons, team teaching, help with planning and observations. Subject Leader to attend relevant sport conferences and network meetings to gain relevant information. Liaise with other local schools to share knowledge and expertise. Devise and evaluate a questionnaire to monitor pupil and staff attitudes towards progression in PE 	<p>£800</p> <p>£1250</p>	<ul style="list-style-type: none"> Teachers are more able to plan, teach and assess National Curriculum PE with confidence Feedback and lesson observations indicate staff are more confident and competent in their delivery Enhanced quality of provision Increased pupil participation in competitive activities and festivals Increased range of opportunities Sharing of best practice with other schools in the Stockton Partnership. A more inclusive curriculum which inspires and engages all pupils Increased capacity and sustainability Continued progression of all pupils during curriculum PE lessons. Questionnaires/interviews inform us that pupils enjoy their PE lessons Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE. 	<p>Review confidence and competence of staff in delivering high quality PE, sport and opportunities for physical activities across the curriculum allocate staff to upcoming CPD opportunities</p> <p>Further 1:1 lesson observation to monitor staff effectiveness and confidence</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£10,100 – 48%
Intent	Implementation		Impact	Sustainability and suggested next steps:
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
<p>Additional achievements:</p> <ul style="list-style-type: none"> • Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. • Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport • Providing additional links to Community Sports Clubs • Children participate in a wide range of sporting festivals and tournaments held through SSP. • Increase opportunities for EY children to work with coaches • Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age group 	<ul style="list-style-type: none"> • Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. • Review extra-curricular activities through pupil voice • To keep the website/parents up-to-date with range of clubs currently on offer (changeable throughout the year) • Children to attend the extra-curricular clubs. • School to enter children into sporting festivals/ competitions. • Links made with coaches and outside clubs – tennis/ cricket /rugby/football/hockey • Dance Coach enrichment – each class ½ hour each across the school. • Badminton enrichment – Olympian athlete working with ½ hour with each class across school • Termly additional swimming lessons for pupils Y3 – Y5 	£5500	<ul style="list-style-type: none"> • Engaged/re-engaged pupils in sports and physical activity, e.g. daily mile • Enhanced quality of delivery of activities via well equipped teachers, dance coach and athletes • Enhanced, inclusive extra-curricular provision for all pupils including those with SEND who have attended several bespoke events across the year, including horse-riding and bocce • Improved behaviour and attendance and reduction of low-level disruption as pupils recognise the importance of sport and physical activity on their wellbeing and health. • Increased pupil awareness of opportunities available in the community and wider world • Improved physical, technical, tactical and understanding of a range of sports • Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership • Increased confidence in swimming 	<p>Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision.</p> <p>Further increase opportunities for KS1 children in and out of school.</p> <p>Parent voice/pupil voice to be sought at the end of the academic year to support with mapping out of club type/activities across the next academic year to ensure there are opportunities for all pupils to attend a club/activity that is reflective of their interests or aspirations for the future</p>

<p>Offer subsidised after school club places to all children = £1 per week.</p>	<ul style="list-style-type: none"> • Monitor take up of clubs (gender, SEN, Pupil Premium, vulnerable, EAL) • Use pupil and parent voice to inform booking of clubs per half term 	<p>£4600</p>	<ul style="list-style-type: none"> • Promoting engagement via the office staff and social media has increased uptake and engagement for all children. • Registers kept from after school club activities allow for analysis of uptake e.g. pupils in receipt of pupil premium, pupils with SEND, gender, day of week, etc. 	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2,800 = 13%
Intent	Implementation		Impact	Sustainability and suggested next steps:
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>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:</i>	
<p>Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome, by:</p> <ul style="list-style-type: none"> Increased participation in School Games competitions. Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. Select children who we feel would benefit most from the opportunities available in the Partnership events calendar. Enter external events to give pupils the opportunity to compete against other schools Investigate further use of virtual inter house competitions/ children leading own events 	<ul style="list-style-type: none"> Engage with partnership coordinators to attend competitions run by the School Sport Partnership. Engage more staff/parents/ volunteers and young leaders to support attendance at competitions. Use external coaches to run competitions to increase pupils' participation. Identify a set number of competitions/events to provide transport to. Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school 	£2800	<ul style="list-style-type: none"> 72% of pupils have represented their school Increased uptake of pupils participating in after school clubs that the school has links to Vast majority of KS2 pupils participated in the intra-class competitions. Sports day set up and enjoyed by pupils and parents. After school club registers Gold school games mark achieved <p>Evidence includes</p> <ul style="list-style-type: none"> Evidence to build up portfolio for School Games Mark Competition/ events calendar Newsletters/socials celebrating school visitors, visits, participation Competition reports 	<p>Review attendance data and identify children for appropriate opportunities.</p> <p>Further widen opportunities for pupils to take part in competitive sporting events</p>

Signed off by	
Head Teacher:	
Date:	

This Information has been classified as Public.

Subject Leader:	
Date:	
Governor:	
Date:	