

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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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](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

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

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
- Coaching blocks allocated across the academic year to ensure that all teaching staff receive at least one coaching block across the year. - All staff trained on the new Commando Joes programme. Each class received 1 half term of delivery during PE sessions. Teachers encouraged to use the extensive range of resources to develop their topics and link their subject areas. - Active Maths and English subscription purchased. - Active Ted's now in 4 classes. Used to promote Active 30 and the 30:30 pledge to get children active for 30 minutes daily. - Fit For Life programme implemented for all year groups Years 1 – 6. Increasing core strength and adding 15 minutes HITT workout into the daily routine. - Career assembly by Spennymoor Town captain. Spoke to the children about how sport in younger life helped him develop his career and how sport is such a big part of his life now. - Set up whole school participation tracker to track participation in intra school competition, inter school competition and after school clubs.	- Children will be healthier and more engaged in their learning. - Children will recognise the value and importance of not only school sport, but sport as a tool to access a wider range of opportunities both in school and out of school; whilst understanding the cognitive processes behind their own emotional health and the positive impact of fitness on their mental health. - Staff will have greater confidence in their ability to deliver sport throughout the school and recognise the value of physical development. - Children will have access to a wider range of outdoor education activities to focus on: team building, resilience, problem solving and contextualised topic curriculum exercises and experiences. - Children will have access to a range of differentiated sporting opportunities, both competitively and non-competitively. - Children will have the opportunity to participate in more after school sports provision.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If **YES** you must complete the following section

If **NO**, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £5807	Date Updated: March 2021	
What Key indicator(s) are you going to focus on? 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 Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Total Carry Over Funding: £5807
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils. Children will be healthier and more engaged in their learning by: - Offering more active brain breaks or physical activity throughout the school day which coincides with the Chief Medical Officers recommended guidelines of at least 30 minutes of physical activity per day. - Providing 'active' Maths and English lessons to keep children active and learning at the same time. - Work with children across KS2 using Team up resources to ensure they have positive mental health after returning to school post lockdown.	Make sure your actions to achieve are linked to your intentions: Purchase Go Well (Formally Sedgefield SSP) Fit For Life Licence. Purchase Go Well (Formally Sedgefield SSP) Team up mental health resource. Renew Teach Active membership supporting teachers to deliver 'active' Maths and English lessons.	Carry over funding allocated: £456 £912 £975	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?: Children are engaging in FFL Increasing core strength and adding 15 minutes HITT workout into the daily routine. Mental health of children returning to school particularly after Lockdown 3 when children returned to school in March 2021. Team up resources to be implemented across KS2. Impact to follow in Summer Term. Active Maths and English lesson added to the weekly timetable of all classes and also used as intervention for the 'catch up curriculum' during the Summer Term. Impact to follow.	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: FFL and Teach Active to continue throughout the academic year continuing to engage children in physical activity and linking to key indicator 1.

Provide children with access to a wider range of outdoor education activities to focus on: team building, resilience, problem solving and contextualised topic curriculum exercises and experiences.	Commando Joes 2nd year membership. OAA sessions delivered by Thrills and Skills for life to Reception and KS1 classes during Autumn term. Aid delivery and assessment of lessons purchasing an iPod touch and additional equipment.	£1475 £550 £397.19	Cojo lessons linked with the PSHE curriculum. Resources provided to all staff allowing practical lessons linked to our Gem Powers in school to be taught alongside PSHE across the academic year. Children are building on their team building, resilience and problem solving. Data for EVER6 children tracked. OAA delivery engaged EYFS and KS1 children mainly in resilience. Listening skills and ability to follow instructions also improved across the term. Staff now have a device to support teaching subjects by playing music to engage children. It can also be used to record initial and final assessments to show the progress children have made across a unit of teaching.	OAA will remain a focus throughout the academic year linked to key indicator 4.
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DUE TO COVID ISOLATION 7 CHILDREN WERE UNABLE TO BE ASSESSED JULY 2021. Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	89%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%
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: 2020/21		Total fund allocated: £18,360	Date Updated: July 2021	
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:
				22%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Considering new and ever changing Covid measures, Middlestone Moor Primary School intend to: Children will be healthier and more engaged in their learning by: - Offering more lessons or physical activity throughout the school day which coincides with the Chief Medical Officers recommended guidelines of at least 30 minutes of physical activity per day. - Creating year group break time/lunch time boxes of equipment to promote active play - Promoting gross motor development/activities in the	- Whole school to introduce active breaks in classrooms over 2020/2021 to avoid inactive playtimes due to wet weather. - Active Maths and English lessons to be timetabled in all year groups - Increase daily physical activity using gonoodle to provide 'brain breaks' throughout the day. - Subject Leader to purchase new playground equipment after checking current equipment is no longer fit for purpose plus additional equipment for each Year Groups PE. - Incorporate Move with Max scheme into the Early Years	£1641 Carried forward £975 carried forward £397.19 Carried forward £783.21	Children are able to embed skills previously learnt either earlier that year or from previous year groups and access them in an active way. They are able to revisit and remember Maths and English objectives in an engaging way. Equipment now used within the Key Stage 1 outdoor area allows the children to access 'continuous provision' on an afternoon linked to their learning. Tasks have given children the opportunity to access a range of learning in practical and physical ways developing their gross and fine motor skills.	Build up a bank of downloaded resources that can be accessed by teachers throughout school giving staff access to a range of activities from a range of year groups. Key Stage 1 staff to continue to link learning from across the curriculum to the outdoor area.

Early Years Setting.	setting		Children are leading active playtimes in all year groups due to the new equipment available. This has also been supplemented with a range of OPAL equipment to allow children to be active in a variety of ways.	Invest in equipment that will last. Check the equipment regularly and replace when necessary.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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:
Considering new and ever changing Covid measures, Middlestone Moor Primary School intend to: Continue to raise the profile of school sport and physical activity throughout the year. Children will recognise the value and importance of not only school sport, but sport as a tool to access a wider range of opportunities both in school and out of school; whilst understanding the cognitive processes behind their own emotional health and the positive impact of fitness on their mental health. We will achieve this by: Ensuring the teaching and learning of PE is consistent throughout the school and is engaging and enjoyable for all	- Subject leader to signpost children towards local clubs. - PE lead to collate a bank of information about local clubs and activities which link to the clubs being offered. - HT to include sporting celebrations on the school newsletters to parents. - PE lead to update school website news section regularly showcasing what physical activity has been taking place in school. - Subject leader to complete a staff survey to ensure staff are getting support that they need and provide them with extra resources that they	£418	Learning walks completed allowing PE lead to identify the consistency in the delivery of PE across year groups. Children are able to access a range of lessons covering all aspects of physical education with a range of suitable equipment. Assessment grids are completed at the start and end of a teaching unit clearly showing progress in the skills linked to each task. Children are able to identify different emotions and have a range of strategies to control their emotions in different situations.	Learning walks will be completed each term focusing on a different aspect of teaching each time. This will allow for staff CPD to be organised to support staff in any areas they may need. Team Up Kids will be delivered to the Year 6 children on the 15th and 22nd October 2021. We then have resources to roll the scheme out across KS2 in Autumn 2 to help promote mental wellbeing.

children. ▫ Incorporating the Team Up Kids programme throughout the school following a successful trial period last academic year.	need if needed. • Class teachers in KS2 to work with their class weekly supporting children's mental health and wellbeing providing lessons based around positive powers of physical activity and mental wellbeing techniques.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
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:
Considering new and ever changing Covid measures, Middlestone Moor Primary School intend to: To continue to improve the provision of PE and sport at Middlestone Moor Primary School through staff development. Staff will have greater confidence in their ability to deliver sport throughout the school and recognise the value of physical development. We aim to achieve this by: ▫ Incorporating staff CPD within the academic calendar to upskill staff's knowledge and understanding of physical education within the national curriculum. ▫ Incorporating staff CPD for the Early Years practitioners to develop staff's knowledge of early physical development and strategies for improving it within continuous provision.	• Subject lead to attend virtual PE meetings held by Go Well and County Durham Primary PE Subject Leaders • Subject lead to research and organise training opportunities which are relevant to the needs of staff.	£1475	Attending the Durham Primary PE subject leader meetings has allowed up to date information to be passed to staff. Pupils have benefitted from a range of coaches supporting staff in delivery of sports within their specialist area.	Continue to work with the 'Go Well' service to support staff in the delivery of new and existing schemes we are using on school eg: Fit For Life and Team up.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				41%
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:
Considering new and ever changing Covid measures, Middlestone Moor Primary School intend to: Provide children with access to a wider range of outdoor education activities to focus on: team building, resilience, problem solving and contextualised topic curriculum exercises and experiences. We aim to achieve this by: ▫ OAA provision to be delivered to all children across school throughout the academic year. ▫ Purchase novel equipment with the intention to provide access to new and unfamiliar opportunities to widen prospects and perspectives of other sports	• Subject lead to organise and co-ordinate OAA delivery from Thrills and Skills for life across the academic year. • Subject Leader to liaise with staff relating to their Spring and Summer term curriculum so potential opportunities for active learning can be exploited • Subject leader to research and invest in appropriate equipment such as: outdoor cooking equipment, shelters, tarpaulings to aid OAA delivery in all weathers.	£4860 £940 £975.42	OAA has a positive impact on all of our children at Middlestone Moor Primary. Teachers feedback shows increased engagement throughout the sessions along with improvement of 'Gem Power' skills such as resilience, collaboration, problem solving and empathy towards others. The investment in additional outdoor equipment has allowed delivery to take place in all weathers.	OAA delivery planned for Reception children during the Autumn term. All other children will also have the opportunity for a half term of OAA delivery and we will also target Pupil Premium children with a focused activity group during the Summer term.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25%
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:
Considering new and ever changing Covid measures, Middlestone Moor Primary School intend to: Increase participation in both competitive and non-competitive sport. All children will have access to a range of differentiated sporting opportunities, both competitively and non-competitively. We aim to achieve this by: • Building on the intra school competition from the previous academic year • Tracking whole school sport both in and out of school • Offering a range of after school clubs and activities linked to sport	• Subject lead to organise intra school competitions throughout the year.	£3060 £1200	Over the academic year 217 children attended before and after school clubs allowing them to participate in a range of sports including Olympics, Tri – Golf, Ultimate Frisbee, Multi Sports, Football and OAA. Within these clubs they were able to access a range of intra school competition. Children have a more positive attitude towards trying new sports and learning new skills. A whole school sports week allowed children to experience new sports such as Quidditch, Archery and Fencing. Confidence of children who do not enjoy or excel in traditional sports was reported in feedback from children and class teachers.	Before and after school clubs to be offered daily allowing all year groups to access a sports club once a week throughout the academic year. A whole school sports week will also take place again next academic year introducing different new sports to the children.

Signed off by	
Head Teacher:	Helen Wilson
Date:	

Subject Leader:	Claire Porthouse
Date:	30.07.21
Governor:	Nicola Cooke
Date:	