



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 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.

Created by: Supported by:

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.

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.

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: |
| Continued to provide two hours of PE to all classes  All children in Key Stage 2 attended competition or festival  Children making active journeys to and from school more regularly  Daily Mile used throughout school | Provide a COVID-19 secure learning environment  Use of playground equipment at break and lunch times  Range of extra-curricular clubs  Develop a library of active lesson resources in school |

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

# 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: £2,200** | **Date Updated:**  **23.3.2021** |  | |
| What Key indicator(s) are you going to focus on?  **Key indicator 1:** The engagement of all 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 | | | | Total Carry Over Funding: |
| £2,200 |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear how you want to impact on your pupils.  Engage children in physical activity that complies with COVID-19 restrictions.  Ensure children have suitable equipment which motivates then to be active.  Develop core physical skills in Early Years | Make sure your actions to achieve are linked to your intentions:  Hoopstarz Day  Skip2bfit Day  Provide every child with a Skip2bfit skipping rope.  Balance Bikes to be purchased | Carry over funding allocated:  £283.50  £410.40  £1,049.40  £1,100 (\*£457 from underspend, £643 from 2020/2021 funding) | 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?:  All children take part in instructional session. Greater increase in children utilising equipment appropriately during break and lunch times.  Children encouraged to improve their personal best during scheduled Skip2bfit times.  (Delivery delayed due to COVID-19) | Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:  Ensure equipment is maintained. Older children/CREW to provide games and challenges for younger children.  Children take owner ship of equipment and are motivated to improve their own scores.  More children able to access balance bikes and develop core skills. |

|  |  |
| --- | --- |
| 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 2021. | 100% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 83% |
| 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:** £16,930 | **Date Updated: 23.3.2021** | |  |
| **Key indicator 1:** The engagement of all 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: |
| Encourage active journeys to and from school.  Ensure all children develop the skills for physical literacy.  Provide children with opportunities to be active within lesson time | Walk to School/Travel Tracker to be used throughout the school  Balance bike sessions for children in EYFS and targeted children in KS1  Purchase additional balance bikes  Teach Active subscription to support active maths and English lessons | £1,100 (\*£457 from underspend)  £3,310 (3 year subscription) | Greater balance and coordination evident in play and during PE lessons.  (Delivery delayed due to COVID-19)  To be reviewed in summer term | Active journeys become more routine for children.  Children can start school with physical confidence and access PE and activities.  More children able to access balance bikes and develop core skills. |
| **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: |
| Children to develop their leadership skills. | Leadership training for UKS2  Caps and equipment for playground CREW |  |  | Children from Year 5 to train/coach Year 4 children in leadership roles in summer term. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Ensure staff attend relevant CPD course  All children learn and improve their skills through consistently high quality PE lessons. | Staff to identify areas for development  Youth Sport Trust membership  PE coordinator works alongside PE staff in order to lead staff effectively and impact on the standard of teaching and learning in PE.  Review PE planning. | Through School Sport Partnership membership  £8,000 | PE planning adapted due to COVID-19 restrictions. Focus on developing and applying core skills. | Children develop core skills and are able to apply them to different sports and activities. |
| **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 | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Ensure sufficient equipment is available for all children to practices. | Identify where individual equipment is required to take part in PE lessons safely. |  | All children to take active part in lessons safely. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Participate in a range of competitions and festivals organised by the School Sports Partnership. | Stockton School Sport Partnership | 10% of PE and Sport Premium |  |  |

|  |  |
| --- | --- |
| Signed off by | |
| Head Teacher: | S. Hawes |
| Date: |  |
| Subject Leader: | A. Wilcox |
| Date: | 23.3.2021 |
| Governor: |  |
| Date: |  |