

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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](#) 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 2020** at the latest.

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 2020. 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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>Throughout 2019, Easington Colliery were represented by fourteen different football teams with children from Year 1-6 taking part. We entered four festivals held by the Foundation of Light. These games help to further develop the skills of children, who have a keen interest in the sport. In addition to this, we participated in twelve competitive tournaments. Our football teams sealed nine trophies throughout the year.</p> <p>Our Y5/6 A-team continued the school's recent run of success, with Easington Colliery representing Sunderland AFC, at Doncaster's Club Foundation facility and finished third in their group (narrowly missing out from progressing further). We were also crowned league champions.</p> <p>Also, our Y1/2 team were beaten in the semi-final of the Peterlee School Partnership competition but our Y3/4 team went on to win their event. This was followed up by a Y4 County Cup triumph, in May 2019, with our school winning the trophy.</p> <p>To promote girls' football, Easington Colliery partnered with the Foundation of Light, who deliver a weekly training session to girls, who are interested in football.</p> <p>In the summer of 2019, a new, whole-school training programme has been implemented to target children who enjoy playing football.</p> <p>In May 2019, Easington Colliery's Y5/6 girls' football team made history by becoming the first team from Durham to win the English Schools' Football Association National Final, held at the home ground of Birmingham City FC. Due to the victory, our girls represented England, in a Danone Nations World Cup Final, held in Barcelona (October 2019).</p> <p>Across school, 183 different children represented the school in competitive sports, with over 50 children qualifying through to the Tier 3 County events, as a result. For instance, the Cross Country teams won 5 out of the 6 events and we had 3 teams qualify for the County finals, along with an individual from</p>	<p>Build on the success of the year.</p> <p>Develop the football teams and expand football after-school clubs to reach a greater number of children who are interested in football.</p> <p>Continue with the swimming programme and build upon this year's success as the local pool has now been refurbished. To have a greater percentage of children achieving a strong 25m mark.</p> <p>Use our own staff expertise to provide a swimming intervention for pupils who can already swim 25m.</p> <p>Expand the amount and range of after-school clubs. To create further opportunities for, and target, children who are 'inactive' and develop more leadership roles through sport.</p> <p>Engage children in a wider variety of sports, especially those with additional needs. To use more OAA to give children varied experiences – a plan has already been mapped out for the year ahead.</p> <p>Provide and distribute opportunities for staff to develop their skills on CPD courses, including lunch time supervisors.</p>

Y3/4, also. All three teams medalled.

Our 4th place finish at the KS2 Swimming Gala is the highest finish in recent years, due to the changes of the school's swimming programme.

At the Sports Hall Athletics competition, the team finished 2nd and this is the highest placed finish the school has ever had.

Our rugby team also finished second, equalling their achievement from last year and qualifying for the Winter games, where they were placed fourth in the county.

In addition, pupils have participated in creative competitions such as Key Steps Gymnastics and Dance, where they benefited from increased confidence, when performing in front of over 200 people.

In Mini Tennis, our children loved their games and finished in the top three of their respective groups.

What's more, our SEND teams have participated in many competitions also, from swimming and New Age Kurling to Boccia.

Basketball was a great success for a variety of children, some of whom were inactive prior to the event.

In most of the cricketing competitions, our ECPS squads medalled but the Y5/6 girls won their whole event. They went through to the Tier 3 County competition.

In athletics, we hosted the first ever Y1/2 competition and won both of these comfortably. In fact, we were asked to provide two teams for each due to the depth of our athletics programme. Our Y5/6 then matched the younger children by winning both boys and girls – some individuals being invited to the County Athletics. Then the Y3/4 team (Quad Kids) were invited to the Summer Games where they placed 2nd in Durham.

This year, our netball team entered the competition at the highest level. The girls finished 2nd in their group, narrowly missing out on a place in the final. 2 of the girls were recognised by the umpire for their passion and determination.

Additionally, children have accessed a wider variety of OAA activities like climbing and Kayaking, with staff who have had additional training at Sunderland Climbing Wall.

Children from reception upwards have accessed the expertise of outside coaches such as Little Dribblers, who have worked on fundamental skills such

<p>as balance and co-ordination through many different games.</p> <p>A PE apprentice has been appointed and is currently working across school on a number of projects and within various roles.</p> <p>Sports Leaders have been trained by an outside agency and internally by Mr Shaw. They are now running break time activities to create more-active play times.</p> <p>Various staff have attended a host of different PE-related courses, to further professionally develop them.</p> <p>The Sport Awards night was successful at the end of the academic year.</p> <p>The use of Swimphony has meant that results are far more accessible and transparent to the school, County and swimming instructors.</p> <p>Lunch time activities on the MUGA with Mr Woods has also engaged a number of children.</p>	
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Meeting national curriculum requirements for swimming and water safety.	
<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>	55%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	48%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	43%
<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>	Yes

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: 2019/20		Total fund allocated: £24,059		Date Update: September 2021	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					<p>Percentage of total allocation:</p> <p>32%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>	
<p>To increase participation in pupils' physical activity before school, at lunchtime and after school.</p> <p>To create further opportunities for children who are 'inactive' and for those with additional needs.</p>	<p>PE apprentice to engage 'targeted' pupils in physical activities before school, during lunchtimes and after school, particularly those who do not usually participate.</p> <p>Conduct questionnaires to find out which after school clubs children want. Contact SSP for support. Evaluate the success of the clubs.</p>	<p>£7,759</p>	<p>Children have had access to more focused activity groups with adult support. More opportunities have been provided for pupils to attend after-school clubs to increase the number of children being physically active. This was to continue into summer term but due to Covid-19 after-school clubs could not take place. Teachers have been able to ask apprentice to set up equipment, before a lesson, enabling children to have maximum PE time.</p>	<p>Apprentice will begin to lead lesson/and or work with groups or individual children. He will continue to run a range of clubs, alongside sports leaders, at break time, lunch and after-school (at least 5 per week) to engage children (especially the 'inactive') in a range of games and sports.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5%
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:
Celebrate sporting success of the school's children	Hold annual sports awards evening to celebrate the success of the school's students	£500	Due to Covid-19 Sports awards evening could not be held.	Continue to celebrate sporting successes (website, Facebook, School App, weekly word etc and host a sports awards evening next year.
	Regular assemblies in-school to celebrate the success of events/individuals from the week.	Nil	Pupils have been able to see others' achievements to inspire them to engage in physical activity.	Continue to celebrate children's achievements from both inside and outside of school to promote a love of sport.
Continue to increase boys' achievement in writing	Use sport as a theme to improve writing activities.	£300 Staff course x 2 (Active English)	Boys' writing has improved, however it is still a development point for next year.	Continue to promote writing through sport.
To develop leadership roles through sport.	To attend Foundation of Light activity days.	£900	Children have accessed a range of sports and leadership programmes through the Foundation of Light.	Continue to develop relationship with the Foundation of Light to access a range of programmes.

To educate against racism in society, using high profile footballers as anti-racist role models.	Hold a 'Show Racism the Red Card' event to promote sporting diversity.	Nil	Due to Covid-19 not completed this year.	Focus on year 5 and 6 next year for this with year 6 missing out due to Covid.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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:
Improve the skills of current staff to deliver PE.	Utilise the expertise of Easington School Sports Partnership. (Support in class/courses/planning etc)	£7845	Staff have further developed their confidence in teaching a range of sports, therefore children have had lessons delivered of greater quality through up to date knowledge and skills. During the summer term 2020, we used the SSP weekly challenges to help keep children active.	Continue to question staff as to which core tasks within PE they feel less confident about and forward staff any additional courses sent by SSP. Continue to utilise SSP to develop staff knowledge and expertise, including NQTs.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Continue to provide a substantial and varied afterschool sporting programme</p>	<p>External agencies will run the sporting activities. Current staff will provide sporting opportunities through afterschool clubs.</p>	<p>£1,000</p>	<p>Considerable increase in the number and range of after-school clubs provided and the number of children attending these has dramatically increased.</p>	<p>Continue to use external agencies and ask staff to run after-school clubs in the area they feel most confident with and provide coaching opportunities to prepare pupils for competitions.</p>
<p>To offer children the opportunity to participate in Adventurous Activities</p>	<p>This will include rock climbing, kayaking etc.</p>	<p>£1680</p>	<p>Children across a range of year groups have accessed Adventurous Activities and have developed a range of skills. Children have enjoyed attending these and look forward to it during the week.</p>	<p>Continue to use Adventure Access to provide a range of sports and activities for children and ensure there is something for every year group.</p>
<p>To increase the % of pupils who can swim 25m by the end of Key Stage 2</p>	<p>Top up swimming sessions at Peterlee Leisure Centre for Year5/6 pupils, utilising school's swimming coach.</p>	<p>£1200</p>	<p>Numbers of those who can swim 25m has increased by 15%.</p>	<p>Catch up programme to continue next year, targeting Year5/6 pupils who cannot swim 25m.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				47%
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:
Promote competitive sport at a local and County level.	Enter all School Sport Partnership festivals and take each child that qualifies to the County Games.	£3921 (transport costs 2 terms)	See key achievements to date. Due to Covid-19 most county events and the summer games have been cancelled.	Continue to coach children for local sports competitions and festivals and County events.

Signed off by	
Head Teacher:	<i>B. Jones</i>
Date:	16/10/2020
Subject Leader:	C. Beckwith, H. Teasdale
Date:	10/10/2020

Governor:	J. Emmerson
Date:	19/10/2020