

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

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, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25	£17,998
How much (if any) do you intend to carry over from this total fund into 2025/26?	£0
Total amount allocated for 2025/26	£19,630
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026	£23,992

Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study	
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. Please see note above	94%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
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 – Year 6 Booster Swimming sessions carried out using sport premium during the Summer Term.

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: 2025/2026		Total fund allocated: £19,630	Date Updated: 17.06.26	
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:
				46%
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:
- Brain Gym (Wake-Up-Shake-Up) performed in classrooms twice a day for 10 minute sessions 1x 15minute a.m. break and 30 minute active lunch break - Throughout the week there are Reception – Year 6 refereed football matches on the yard - After school clubs which encourage development of sporting skills as well as overall engagement in physical activity - Broadening of access and inclusion to a wide variety of sports - Inclusion of The Daily Mile	- Teachers and sports coaches who deliver sessions - Two internal sports coaches who organise activities for the children - External Sports Coaches officiate Breakfast Club and after school clubs	£10,915	- Whole school participation in Daily Brain Gym - Whole school participation in Break Time - Pupils attend afterschool clubs which includes sporting activities - Whole school offered American Football and Yoga sessions - Continues whole school participation in The Daily Mile	- Continue to support staff in the inclusion and promotion of Brain Gym and The Daily Mile within the school daily timetable - Continue to promote and encourage children to participate in a wide variety of sporting activities within school. - Encourage children to use golf course during the allocated timetable slot

- Timetabled golf course use across KS2 (playtime and lunchtime) - G&T and S.E.N.D interventions				
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2%
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:
- Weekly celebration assemblies - Half termly newsletters to ensure the whole school and parents are aware of the importance of P.E. and Sport to encourage all pupils to aspire to being involved - Daily brain gym - P.E. notice board in school which celebrates successes and advertises School Sports Council, Change4Life ambassadors, SportAbility, Girls Active ambassadors and the success of sporting teams which have represented the team at sporting events	- Achievements celebrated in assembly and newsletters (match results + notable achievements in lessons) - Medals/trophies presented in assemblies - Pictures to be taken of sporting teams and club ambassadors to display on board - All staff to continue promote and include The Daily Mile - Sports Day medals given to winners in an assembly	£412	- Large A1 visual images to celebrate our children in sport displayed in P.E. corridor - Large visual images to celebrate children's successes within school sporting teams as well as external sporting participation - School Sports Council able to relay thoughts and ideas of pupils	- Continue to work closely with parents to celebrate 'Celebration Assemblies' - Continue to support staff in the inclusion and promotion of The Daily Mile within the school daily timetable. - To continue to celebrate children's successes by displaying their photographs within the P.E. corridor.

- Continuous incorporation of The Daily Mile within each school day - Celebrate children's successes				
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27%
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:
- In order to improve progress and achievement of all pupils the focus is on up-skilling staff - Power of P.E. - P.E. Curriculum - P.E. Staff incorporating and implementing CPD training into lessons e.g. Gymnastics training - Children exposed to a wide variety of sporting activities	- Baseline pupils so that impact can be measured over time - Identify local centres who are running courses in order to up-skill staff - Establish dates when cover is required and appoint staff to cover - Ensure that time is provided for school-based working - Ensure implementation of new schemes and	CPD £2390 Equipment £4235	- Improved subject knowledge for teachers as well as higher competency level in teaching - Subject leader to carry observations on staff and provide effective feedback 3 staff members received Change4Life training 2 staff members received Mental Health and Wellbeing Training - P.E. Lead and 1 member of staff attended School Games P.E. Conferences	- To continue to work with teaching staff to ensure continuous professional development - To promote access to CPD courses, aiding the up-skilling of teaching staff as well as confidence in teaching sports specific skills - To continue to offer a wide variety of sports within P.E. lessons to enable our children to have the confidence to access sports at a

	learned skills within delivery of sporting activities		• 1 member of staff received FA Shooting Stars training • 2 members of staff receive LTA online training • 1 member of staff received Primary CPD: Multi Skills, Basic Moves and Netball • 2 members of staff received gymnastics training • Pupils have a keen interest and enjoy participating in P.E. and sports activities • Less engaged pupils are more engaged and keen to participate	competitive level, both within school (inter and intra house sports) as well as externally
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				13%
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 practise: • Our school continues to offer a wide range of activities both within and outside of the curriculum in order to get more pupils involved • Focus particularly on those pupils who do not take up additional sporting and P.E. activities (Girls Active, SportsAbility & C4L) • Continue with 'Sports Week' as this offers a wide variety of sports for all pupils • Our school offers a wide variety of after school clubs, all having a high attendance rate • Our school offers Yoga as extra intervention sessions to vulnerable and SEND children as well as an afterschool Yoga club	Make sure your actions to achieve are linked to your intentions: • Continue with involvement of both internal and external coaches to work with children and staff during the weekly timetable, Gifted and Talented sessions, SEND sessions and in after school clubs	Funding allocated: Sports Week Visits £430 Swimming £2622	Evidence of impact: what do pupils now know and what can they now do? What has changed?: • Positive feedback from pupils as well as parents • Clear progress made within sporting activities by all children • A keen interest from children in a wider variety of clubs through a wider participation	Sustainability and suggested next steps: • To continue to build positive links with the centres. • To continue to build positive links with external coaches

• G&T and S.E.N.D intervention sessions • Sports taught in isolation within P.E. lessons are offered at a competitive level				
Additional achievements: KS2 Mixed PanathalonTeam represented Sunderland in the North Eastern Ten Pin Bowling Final Year 5/6 mixed team participated in the SportsHall Athletics event at Keping, where the team finished first overall In the Houghton Dash, our school won 1st Girl as well as overall winning school Year 6 Mixed Netball team represented Sunderland in the SPSNA League, finishing 3rd overall Year 3/4Quad Athletics team finished 3rd overall				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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:
- We identified the need for additional P.E. intervention for SEND children to enhance their development (i.e. co-ordination and social skills) but also to improve self-confidence and encourage participation within sporting events. - A staff member attended an F.A. Girls Active course which focuses on the engagement of less active girls (specifically upper KS2) to encourage participation in sport as well create a positive link between sporting activities participated in within primary school and onto secondary school. - Through on-going Change4Life training within each academic year, the need to engage less active pupils is paramount. A C4L club is held during every	- Staff trained in S.A.Q. to deliver sessions to the identified children in order to help improve co-ordination, mobility and motor skills. - F.A. Girls Active club held during two lunch times where the club ambassadors organise a range of sporting activities, supported by an internal sports coach. - Our internal sports coaches run our C4life club within every Breakfast Club as well as on a Friday afternoon which provides less active pupils with the opportunity to participate in a range of sporting activities.	Travel to Venues £2472 Sporting Participation Costs £516	- Parental feedback is positive for the improvement they have seen within their children. - Positive feedback from the children. - Increased self-esteem and confidence shown by willingness to participate in future events. - Increased participation in lunchtime clubs as the weeks progress. - Increased pupil participation in Sports Day and Sports Week	- Improve participation at Level 3 competition standard - Continue use of new assessment system to find essential areas and criteria to aid pupils' development.

breakfast club and also on a Friday afternoon. Two in house sports coaches to promote participation in competitive sports and skill development.	- In previous academic years, we have made sure that pupils from KS1 have access to extra external events and competitions which are available such as 'KS1 Infant Agility'. - Ensuring skill development for competition specific sports. - SportAbility club help for SEND and vulnerable pupils on a Friday afternoon to support in the development of physical development and social skills. - Intra-house competitions during Sports Week for a range of sporting activities - Intra-house Sports Day			
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Subject Leader:	R.Soden & M.Bainbridge
Date:	

Created by:



Supported by:



Governor:	
Date:	