



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Commissioned by
Department for Education

Created by



YOUTH
SPORT
TRUST

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

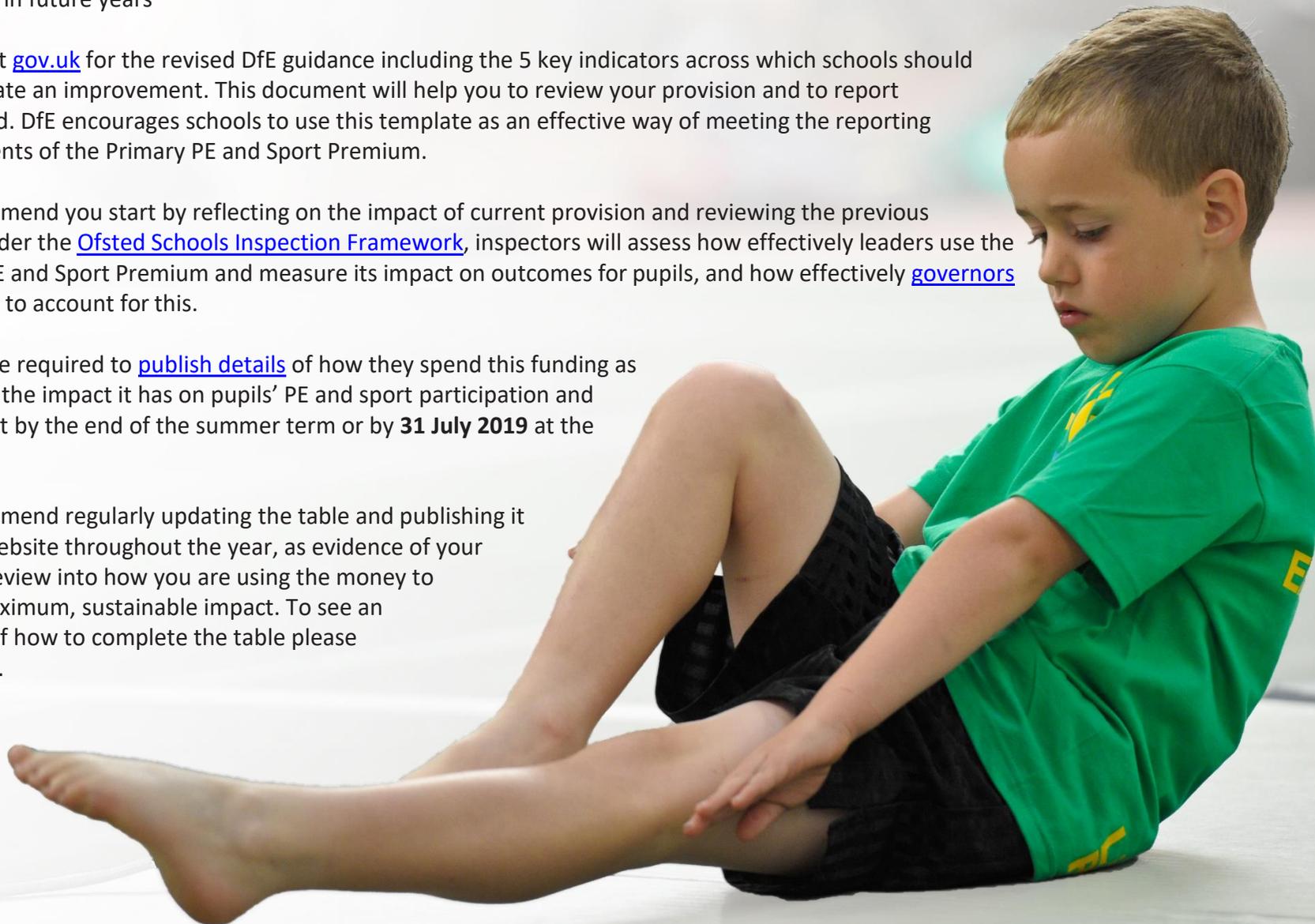
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Stainton Primary School

At Stainton CE Primary School we are fully committed to ensuring that our children are fit, healthy and active learners.

We aspire to be a school that offers every child the opportunity to fulfil their absolute potential and we realise the vital role that sports and outdoor learning needs to play in realising those goals. We want our children to make healthy choices, to enjoy physical activity now and to continue to engage in active lifestyles in their futures.

Children learn to appreciate the benefit of taking part in regular activities /exercise whilst embodying our core values of collaboration and fair play.

The Sports Premium funding we receive will be spent in a number of ways with the ultimate intention of:

- Providing high quality PE provision
- Giving access to extra-curricular activities
- Providing opportunities for inter and intra school competitions
- Offering new activities / sports
- Developing staff skills, confidence and knowledge through CPD

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Key Indicator 1: The engagement of all pupils in regular physical activity</p> <ul style="list-style-type: none"> • All pupils take part in high quality PE provision from Early Years to Y6. • PE units are planned in a progressive way across the school. • Outdoor learning opportunities are planned throughout the school year for all pupils on curriculum overviews. • Children offered a variety of extra-curricular activities after school from Y1-Y6 and are always full. • Smart Moves is given as a daily sporting activity for EY. • Welly Wednesdays include all EY children in a morning of outdoor learning activities. • We make sure that all children get the chance to take part in extra-curricular activities and sporting events throughout the school year. • Participating in a number of sporting events organised by the Sports Partnership throughout the school year. • Phunky Foods is integrated into our curriculum. • After School Club offer a range of games and physical activities for all pupils who attend each evening. • Providing new sports to children as PE and extra-curricular activities. • Subject specialists providing new and additional sporting activities. • Play leaders developing games and activities to keep children active throughout break times. • Being a member of the EVSP has led to subject specialists providing coaching on a half-termly basis. 	<ul style="list-style-type: none"> • More sports introduced throughout the school year to suit the needs of all individuals. • Develop a progressive scheme for outdoor learning across the school from EYFS – Y6 participation. • Sports survey given to pupils to find out about their sporting interests and likes. • Play leaders are given training once a half term to develop their bank of ideas for physically active games to play with children. • Developing a Phunky food club working with children from Y1-Y6 spending time looking at healthy eating and the impact this can have for growth and development. • Improve strategy for reporting on and publicising sporting events and school sporting participation.

<p>Key Indicator: 2. The profile of PE and sport being raised across the school as a tool for whole school improvement; Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <ul style="list-style-type: none"> • Joint planning of PE for Key Stages has been put into place to allow teachers to teach sports specialisms e.g. dodge ball, yoga, outdoor learning and gymnastics. • Planning overview has been put in place, which offers wider coverage of the PE curriculum and clear progression between year groups. • We offer a wider range of extra-curricular clubs across the school • Reporting of sporting accomplishments published on the website. • Staff to run lunchtime & after school clubs throughout the year- Spring 2019 - Key Steps, Phunky Foods, Netball and football. 	<ul style="list-style-type: none"> • PE – Helpers to raise the profile of sport around the school. • Pupils to display and report about sporting activities and accomplishments. • Updates weekly on the website to promote extra-curricular sporting activities. • Funding is used to release staff and PE where necessary support staff to attend fixtures and sports events during the school day and after school. • Staff to be released to attend PE specific courses that match CPD needs. • Improve strategy for reporting on and publicising sporting events & school participation across the school community via displays, website & emails. • Forest School Trainee to offer staff workshops.
<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> • Play Leaders are selected yearly who show excellent responsibility and commitment in continuing to set up and put equipment away at lunchtimes. • Children offered more extra-curricular activities after school • Children participating in a number of outdoor sporting events and activities throughout the year. 	<ul style="list-style-type: none"> • Further development of structured activity stations at lunchtimes. The aim will be to provide structured playtime opportunities to all children to encourage them to be physically active at lunchtimes. • Benefits include the development of core motor skills, fitness and mental well-being as well as increased social integration. • School Play Leaders will have training developed half-termly. • More Play Leaders are to be selected and trained before taking the initiative in setting up and running the playtime activities on their own. • Utilise the local environment to offer a wider range of opportunities for

<ul style="list-style-type: none"> • More children have been accessing outdoor learning activities throughout and after the school. • Outdoor learning opportunities integrated into curriculum plans for all. • EVSP offering a broad range of activities throughout the school year on a half termly basis. 	<p>children</p> <ul style="list-style-type: none"> • Utilise staff specialisms to offer more outdoor and adventurous activities • Specific children selected to participate in a number of Forest School activities on site to boost confidence, develop social interaction and to promote leadership skills. • Forest School Trainee to offer staff workshops. • School to purchase new permanent equipment to enhance existing PE and outdoor learning provision and broaden the range of onsite activities which can be offered.
<p>Key indicator 5: Increased participation in competitive sport</p> <ul style="list-style-type: none"> • Separate EY and KS1/KS2 sports days were planned for in advance for younger children being given a greater opportunity to participate. • Whole school sports day for KS1 and KS2 mixing teams allowed all children to participate in activities with other pupils to develop confidence for all. • Children from Stainton School took part in Key Steps competitions in the Eden district. Key Steps 1, 2 and 3. Children from Key Step Level 3 got into the county finals. • Keswick Triathlon – Sept 2021, Children from the age of 6 up participated - a competitive competition and participation numbers are at their highest ever with over 120 pupils attending. • Various cross-country events in the local area have allowed pupils from Y1-Y6 to trail run at a competitive level. 	<ul style="list-style-type: none"> • Due to other demands during the school calendar including trips, school residential and staffing shortages, we cannot always participate in competitive sporting competitions and events. We are always endeavouring to try to participate in as many as possible. • PE Sports funding is used to release staff to attend more sporting events. • Release other staff to accompany teams to facilitate more participation using extra sports premium funding. • Potentially having more sporting events during the school year – PE day, Phunky Foods day • Asking sporting specialists to deliver sporting activities at a competitive level • Develop PE equipment/resources to allow pupils to participate at a competitive level

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	72.72% (Sept 2019)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	72.72% (Sept 2019)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	72.72% (Sept 2019)
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?	72.72% (Sept 2019)

Step by step guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools:

Step 1: Confirm the total fund allocated

Step 2: Review activities and impact to date either using the template you used last year or section 2 above.

Step 3: Confirm your priorities in terms of impact on pupils and enter into column B to detail your school focus (e.g. improved the quality of children's physical literacy at key stage 1)

Step 4: Cross reference these with the 5 key indicators for the Primary PE and Sport Premium by selecting the aspect(s) that this relates to (e.g. increased confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop down menu in column A

Step 5: Complete column C to outline key actions to achieve these outcomes (e.g. whole staff training)

Step 6: Complete column D to detail funding allocated to this priority (e.g. £100.00)

Step 7: Complete column F to show how you plan to evidence the impact of this spend on young people

Step 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps

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 students today and for the future.

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To maximise engagement and physical activity by all pupils throughout the school day (playtimes, during the school day, lunch times and after school).	<ol style="list-style-type: none"> 1. Survey given to staff, students and parents asking about sporting interests. 2. Play leaders are given resources and training to help develop their leadership skills at implementing activities. 3. Add new resources and apparatus to the outdoor environment. 4. Develop storage of outdoor equipment for children. 5. Phunky food club. 6. Forest School workshops 			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>To maximise the number of pupils taking part in physical activity daily.</p>	<p>Enable more pupils to take part in more competitive sporting events.</p> <p>School sports survey.</p> <p>PE leader to manage extra-curricular clubs to prepare pupils for upcoming competitions.</p> <p>Reporting on school participation in sports and events in and out of school.</p> <p>Play leader training/ PE representatives</p>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase confidence, knowledge and skills of all staff in teaching PE and sports	<p>Taking part in training provided by the county council</p> <p>Staff to attend courses for CPD</p> <p>Forest School workshops Spring 2019</p> <p>Resources offered to help plan, deliver and evaluate PE sessions for specific sports</p>			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Enable a broader range of activities for pupils	<p>Staff to attend courses for CPD</p> <p>Enquire with ESVP about new activities</p> <p>More extra-curricular activities offered</p> <p>More opportunities in the local environment</p>			

	Utilising skills of staff members (outdoor learning, SPA, ML) Equipment for new activities and storage Training for play leaders School survey			
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To enable more pupils to participate in school competitions across a broader range of sports.	Funding to allow more staff members to accompany teams at competitions Keep up-to-date with local sporting events with Cumbria Sports Partnership Attend as many sporting events as possible Run after school clubs to develop skills to coincide with competition dates. Progressive skills across Key Stages.			