

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

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](#) (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.

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:
<ul style="list-style-type: none"> • School Games Mark – Gold Level • Healthy Schools Plus Award achieved with focus on daily activity levels • Participation in events and competitions through School Games, SLA and Catholic cluster. (see attached sheet) • Increased number of children taking part in Out of School clubs - 85% in 18-19. • Increase in the range of sporting clubs to ensure broad opportunities. • Staff development in gymnastics (CPD) • High Quality Coaching during and after school to feed into School Games Calendar. • Success in Games 500 and Catholic Cross Country • Development of family sporting events e.g. The Children’s Cancer Run. • Developments in cycling. • Sports Council as part of School Council 	<ul style="list-style-type: none"> • Maintain School Games Mark – Gold • Sports Council to increase blogging or reporting opportunities • Raise the profile of sport through school website/twitter/celebrations • Increase parental participation and involvement • Development of playground leaders. • Increase amount and participation in daily physical activity to ensure up to 30 minutes and increase percentage of children reporting higher levels of daily physical activity. • Audit PE resources across the school and purchase new equipment to meet needs. • Purchase School Sports Kit for competitions

Meeting national curriculum requirements for swimming and water safety.	
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.	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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: 2019/20		Total fund allocated: £18,100		Date Updated: June 2020	
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					Percentage of total allocation: 9.6%
Intent	Implementation		Impact	1750	
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:	
Employment of school sports coach to deliver physical activity games at least one lunchtime per week to allow for increased levels of activity during playtimes.	Sports coach engaged with pupils during break times and lunchtimes each Friday to encourage games and physical activity. Sports coach demonstrated games and activities for lunch time supervisors as way of CPD. Sports coach to develop activities for a range of year groups during playtimes and lunchtimes.	£900	More children have been physically active on a regular basis. Pupil voice is very positive about the use of coaches in the yard at lunchtime. Lunchtime supervisors have gained ideas on games to play and it has had a positive impact on behaviour.	Pupils' attitudes towards physical activity to be more positive and increased engagement of physical activity at lunchtimes. Lunch time supervisors to become more familiar with physical activity games	
Increased the amount of physical activity the children receive in school daily	Year 5 Playground leaders trained to deliver games in the yard at lunchtimes. Sports Council to choose new equipment to be used in sessions. Children to be given equipment and caps to deliver games and work on a	£250 £100	Higher number of children spend more time being active. Leaders' surveys show increase of physical activity on the yard at lunchtime. KS1 pupil voice has been very positive.	Leadership roles for pupils in Year 6 and then Year 5 so they can deliver activities as an ongoing program. Training delivered by PE Coordinator or as part of SLA. Playground leaders and	

	Rota system.		Leaders have developed leadership and responsibility skills.	lunchtime staff to implement games and activities. Opportunities to enhance physical activities at lunchtimes.
Develop opportunities for increased physical activity and sporting opportunities throughout the day/school week.	Loud speaker purchased for use in PE lessons and extracurricular activities.	£500	The speaker has been used indoors and outdoors as part of sport and physical activity lessons.	Ongoing use for more opportunities in dance, fitness etc.
	Staff delivered sporting clubs as part of the school reward system 'shine time.'	None	Children have enjoyed a range of opportunities to take part in more sports and activity including Futsal, Kwick Cricket, Cosmic Stretching and Dance. Numbers selecting these activities have been very high. At least 40% of pupils chose a physical activity club.	Staff to offer the clubs for a second time for those who did not manage to gain a place the first time. Other sporting clubs to be offered alongside existing ones.
Continue The Daily Mile for each class in the school to contribute towards 30 minutes daily physical activity.	<p>Each class continued to complete Daily Mile Activities in yard or utilise forest school.</p> <p>In addition to The Daily Mile, individual classes use Supermovers, GoNoodle and Active lessons to contribute towards 30 minutes of daily physical activity.</p> <p>After school and breakfast clubs also contribute i.e. Football, Futsal and High Fives.</p>	None	<p>Children took part in daily activity and there have been opportunities to assess their fitness levels.</p> <p>Mental health and wellbeing benefits (see parent responses in file)</p>	<p>PE coordinator to continue implementation of The Daily Mile and all staff to take on board initiative.</p> <p>Staff and coaches to continue to provide active opportunities including after school clubs.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 33.7%
Intent	Implementation		Impact	6100
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:
To develop a whole school approach to PE and physical activity through good use of subject leader time with direct impact on curriculum coverage, quality teaching and learning and progress.	<p>Subject leader given One hour per week non-contact time to develop the role of overseeing PE and physical activity in school.</p> <p>Ensure curriculum is robust, progressive and high in quality.</p> <p>Liaised with specific agencies, sporting clubs and coaches to ensure high quality experiences.</p> <p>Audited and purchased new PE equipment when needed.</p> <p>Met with PE link governor to update on subject.</p>	£3000	<p>Curriculum skills and knowledge, sporting opportunities and physical activity opportunities have been mapped out.</p> <p>Clear progression documents available to show coverage in PE and assessment against the objectives is to be used through Insight Tracker.</p> <p>Staff have gained access to PE courses through the SLA via subject leader.</p> <p>Pupils have gained access to competitions, events and specialist coaches.</p>	<p>Enhanced curriculum and provision in place for long term PE in school.</p> <p>From the time gained, the subject leader will be able to keep staff updated with current PE strategies, CPD opportunities and pupils involved in events.</p> <p>Using this time, the subject leader will be able to continue to organise events, teams, letters transport, competitions, sports day and coaches to deliver a full balanced PE curriculum.</p>
Commitment to long term involvement in SLA provision	<p>Commitment to silver SLA provision with Newcastle School Sports Service.</p> <p>Through the SLA the subject leader has had regular meetings involving updates, access to competitions and events and information about staff</p>	£2000	<p>Leader is Regularly updated and provided with access to competitions, CPD and events for pupils.</p> <p>Half termly meetings with subject leader have taken place to improve school PE, NQT has attended CPD and pupils have</p>	<p>Training and CPD needs met for staff including NQTs to be used in future planning.</p> <p>Future plans and curriculum to be planned around events and competitions for all year groups.</p>

	CPD.		<p>attended events and competitions.</p> <p>All year groups will take part in Healthy Active events.</p> <p>Increased number of pupils to take part in other events including competitions.</p>	
<p>The profile of sport in school to be raised to a high level.</p> <p>Pupil voice and parent involvement to be encouraged.</p>	<p>Continuous Sporting updates are on school newsletter and new website.</p> <p>Regularly updated sports display in the corridor to include photographs and pupil comments.</p> <p>Raised the profile of The Sports Council members and provided them with time to blog/share news on sport in school.</p> <p>Organisation of clubs involved parents i.e. displaying dances and School club links to be evident on website.</p> <p>Parents be involved in events such as Sports Day, Out of School Cycle Rides, Sponsored run.</p> <p>Parents to be given a voice via questionnaire about what they would like to see in sport.</p> <p>Kit to be purchased for sporting teams.</p>	<p>None</p> <p>£700</p>	<p>Evidence of PE and sport is displayed on website, twitter and parent comments are encouraged.</p> <p>Staff trained in Forest School Lead to deliver club and provide opportunities for</p> <p>Parents to see what the children have been doing in club sessions.</p> <p>Link governor meetings monitor and measure the impact of sport in school – evidenced through meetings and minutes, including reports.</p> <p>Pride of achievement and recognition for those representing the school or celebration of achievement outside of school.</p>	<p>Organisation and calendar of sporting events, competitions, staff CPD evident.</p> <p>Website development and pupil section to be added to show sporting results and fixtures as well as competitions and celebrations.</p> <p>Members of the council to be elected each year and responses to be shown on notice board and website.</p> <p>Continuous recognition of pupil achievement both in and out of school.</p> <p>Long lasting sense of achievement and positive</p>

	<p>Awards to be purchased for school Sports Day.</p> <p>The school has used twitter, blogs, the trophy cabinet and the school website to update parents and raise the profile of sport.</p> <p>Continued sporting activities during Covid 19 lockdown including: At home sports day, regular sporting challenges and PE activities on weekly planning for each class.</p>	<p>£300</p>		<p>contributions in sport.</p> <p>Weekly updates, actions from time out and improvements made.</p> <p>Evaluation and monitoring of subject – see Subject Coordinators file.</p> <p>Continuous involvement in competitions and larger numbers of pupils representing the school.</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:
				28.5%
Intent	Implementation		Impact	5150
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 staff subject knowledge and delivery of PE in specific areas of the curriculum.	<p>Sports coaches have delivered lessons alongside teachers or support staff. Staff training opportunities have been distributed across the school linking to curriculum for each year group.</p> <p>Multi skills, games basketball, dance and gymnastics coaches have demonstrated and worked with staff to deliver and enhance good practice.</p> <p>Gymnastics coaching for Years 2 and 5 helped to improve teacher knowledge, planning and delivery.</p>	<p>£3000</p> <p>Plus allocated £1000 for courses linked to SLA.</p>	<p>Staff confidence surveys and feedback have been positive. Before and after surveys show shadowing coaches increases staff confidence and capabilities leading to improved teaching and learning.</p> <p>Raise staff confidence in the teaching and delivery of gymnastics skills.</p> <p>Higher enjoyment and progression in lessons evidenced through pupil surveys and pupil voice.</p> <p>TA's to be able to deliver some key skills in PE (Reception) Breakfast Club and After School club to provide more active opportunities for the children.</p>	<p>Staff to teach part lessons with coaches and continue delivery of key PE skills after coaches have completed the training programme.</p> <p>Increased gymnastics skills and activities confidence. More knowledge of games and tasks regarding gymnastics. Plans and activities were also made available for future use. PE coordinator to monitor impact of CPD.</p> <p>Higher levels of teaching and learning in gymnastics and entry into Key steps competition.</p>

	Newcastle Eagles to provide coaching, workshop and tournament opportunities for Years 5 and 6.	£250 £500	Raise staff confidence in the teaching and delivery of basketball skills. Success in Eagles tournament with team reaching the semi final.	Increased staff confidence in basketball skills and progression in skills.
	Skipping workshops	£400	Raise staff confidence in the teaching and delivery of skipping skills.	Enable teachers to deliver high quality skipping skills and increase pupil enjoyment and challenge.


Key indicator 4: Broader experience of a range of sports and activities offered to all pupils **Percentage of total allocation:**
13.8%

Intent	Implementation	Impact	2500
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?:
Increase participation in After School Clubs and target groups of less active pupils.	Sports coaches or staff to be employed and deliver Out of School clubs. Pupils who do not take part in clubs and are less active to be targeted through additional clubs i.e. forest school. Resources for Forest School sessions.	£1000	More children will take part in clubs and a broader range of sports will be delivered. Forest School Lead to be paid to deliver club and resources to enable sustainable learning opportunities. Aim for at least 85% of children to access a club over the course of the year.
Ignite interest in new sporting opportunities and offer children the	Provide varied sporting opportunities through curriculum,		Higher levels of participation in clubs targeting less active children.
			Children will have the opportunity to take part in

chance to participate in a range of sports.	coaching, after school and shine time.		Greater enjoyment OAA activities for each year group	sports that they enjoy and discover new sporting interests.
Targeted groups of pupils to receive support for fundamental skills progress.	Identified pupils have received extra provision on Friday afternoon to develop key skills.	£500	Sports coach has delivered Friday afternoon club to targeted group of pupils identified from assessments to help with basic skills. Aim for at least 85% of children to access a club over the course of the year.	Increased progress in skills for targeted group of pupils to be assessed on termly basis.
New PE equipment to be ordered and PE provision to be at least maintained.	Audit PE equipment and purchase new equipment based on needs. Purchase new equipment linked to staff training and long term planning.	£1000	Progression and achievement of key skills. Higher quality teaching and learning. All pupils given the chance to achieve and progress.	The purchase of new equipment will be long lasting and will inform the curriculum coverage and planning.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9.4%
Intent	Implementation		Impact	1700
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:
Increase participation in competitions and festivals.	Enter an increased number of competitions in association with Newcastle School Games, local events and Catholic clusters: Basketball, hockey, Cross Country, Football, gymnastics, skipping, Games 500.	£900 – travel arrangements and costs from CPD budget to include linked competitive events and extra provision.	Increased participations across the School. School will be able to enter A and B teams into at least two competitions. A, B and C teams were entered into basketball competition. The A team reached the semi final. Boys and girls Catholic football competitions took place. Team made the Northumberland Futsal final.	Continuous calendar of competitions: <ul style="list-style-type: none"> • School Games • Local Leagues • Catholic Clusters Pupils develop greater confidence and skills in key games. Promote all classes in attending events and use PE lessons/coaching sessions as preparation.
Provide further opportunities for children higher achieving pupils to be challenged through competitive sports.	Opportunities for a range of abilities to take part in competitions.	£500 – competition entry	Children from targeted groups entering competitive events. Basketball, futsal competitions.	Assessments and lesson objectives to be used to identify higher achieving pupils and opportunities sought to cater for their needs.

Provide further opportunities for SEN or vulnerable pupils to take part in competitive sports.	All pupils to have the opportunity to take part in events.	£300	Basketball, cross country and whole class events such as skipping.	Opportunities to be sought for key groups of pupils to enter events such as compositions and team sports.
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Signed off by	
Head Teacher:	
Date:	10/06/2020
Subject Leader:	Kathryn Mackenzie
Date:	8.6.20
Governor:	David Hastie
Date:	16 June 2020

Areas highlighted green will need to be carried over to next year due to Covid 19 disruption. Some sections have been partially met or are ongoing and will be carried over to next academic year.

£900 = 5% to be carried over to next year for playground development and PE resources.