

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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17490
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17490
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17490

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<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 2021.</p> <p>Please see note above</p>	85%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	85%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	85%
<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: 2020/21	Total fund allocated:	Date Updated:		
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:	
			%34	
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 have increased amount of active minutes.	<p>Specific coach employed to deliver lunch time clubs for all children in years 1-6 3x per week.</p> <p>Provide playground leader training to allow Y6 children to organise games/activities during lunch and break times.</p> <p>Buy new equipment and encourage use of such during outdoor times</p> <p>Children in EYFS to have regular access to outside and to partake in forest school Fridays.</p> <p>SLA to deliver refresh training to lunch time staff so they can gain new ideas for delivering games and promoting physical activity.</p>	£5946	<p>All classes partake in weekly lunchtime sessions with coach. Lunch time staff report high levels of activity amongst children and children playing games independently on days when coach isn't in.</p> <p>Children self reported:</p> <ul style="list-style-type: none"> - I feel like I've been really busy (Y2) - I had so much fun (Y4) - It makes me feel really healthy (Y6) 	Continue to work with coach during lunchtimes to further encourage active minutes. Play ground leaders to continue; lunch time staff to have timetable for activities.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%14
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:
Provide a wider range of activities to raise the profile of sport and physical activity, motivate pupils to participate and inspire them achieve highly	<p>Invite a range of visiting coaches into school to raise the profile of different sports (Newcastle Eagles, all stars cricket coaches, Newcastle schools sports service)</p> <p>Basic skills reward system in school to promote physical activity beyond the school gate</p> <p>Participation in Active 5 event</p>	£2448	<p>Pupils have developed skills across a range of sporting disciplines. Some pupils have been inspired to pursue particular sports outside of school.</p> <p>Levels of motivation and participation have increased through exposure to a wider range of sports (hockey, rugby, volleyball etc)</p> <p>Children have worked hard to achieve basic skill badges which are awarded in school. Children have earned their 'I can ride a bike unaided' badge.</p>	Provide parent information for sports in our area and activities. Continue relationship with Newburn sports centre and work together to encourage attendance outside of school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%50
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:

Upskill support staff in the teaching of PE so that they can provide effective support in PE lessons and deliver high quality, engaging physical activities during break and lunchtime	PE coach to provide high quality CPD for TAs through PE lessons. Regular meetings between PE lead and sports service	£1945 – SLA £5490 – curricular PE staff CPD	TAs knowledge strengthened as well as confidence in teaching PE TAs have the skills to support physical activity across break and lunchtimes – supporting active minutes for every pupil PE lead aware of latest initiatives, resources etc.	
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 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:
Provide a wide range of sports and activities across the school day and beyond	Provide a varied curriculum so that children are exposed to a wide range of sporting activities (including Fantastic 4 events) Provide extracurricular activities based on pupil choice Increased time on site by PE coach to offer more sports activities over lunchtimes Outward bound activity experience for oldest pupils		Children have the opportunity to participate in many and varied sports and activities. Children develop an interest in particular areas and some want to pursue this outside of school Children have the opportunity to participate in a range of physical activities at a specialist outward bound centre	

Key indicator 5: Increased participation in competitive sport				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 have the opportunity to participate in competitive events	PE coach to set half termly challenge School sport to have a competitive element Organise an end of year Sports Week with a competitive element	£560	Children able to challenge themselves and strive to achieve something that their peers can do Children have had the opportunity to take part in competitive sports as part of their PE lessons and during extracurricular PE Children have the opportunity to take part in events with 1 st , 2 nd and 3 rd placings to encourage competition with others	

Signed off by	
Head Teacher:	Alison Oliver
Date:	20.7.22
Subject Leader:	Hannah Smith
Date:	20.7.22
Governor:	
Date:	