

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

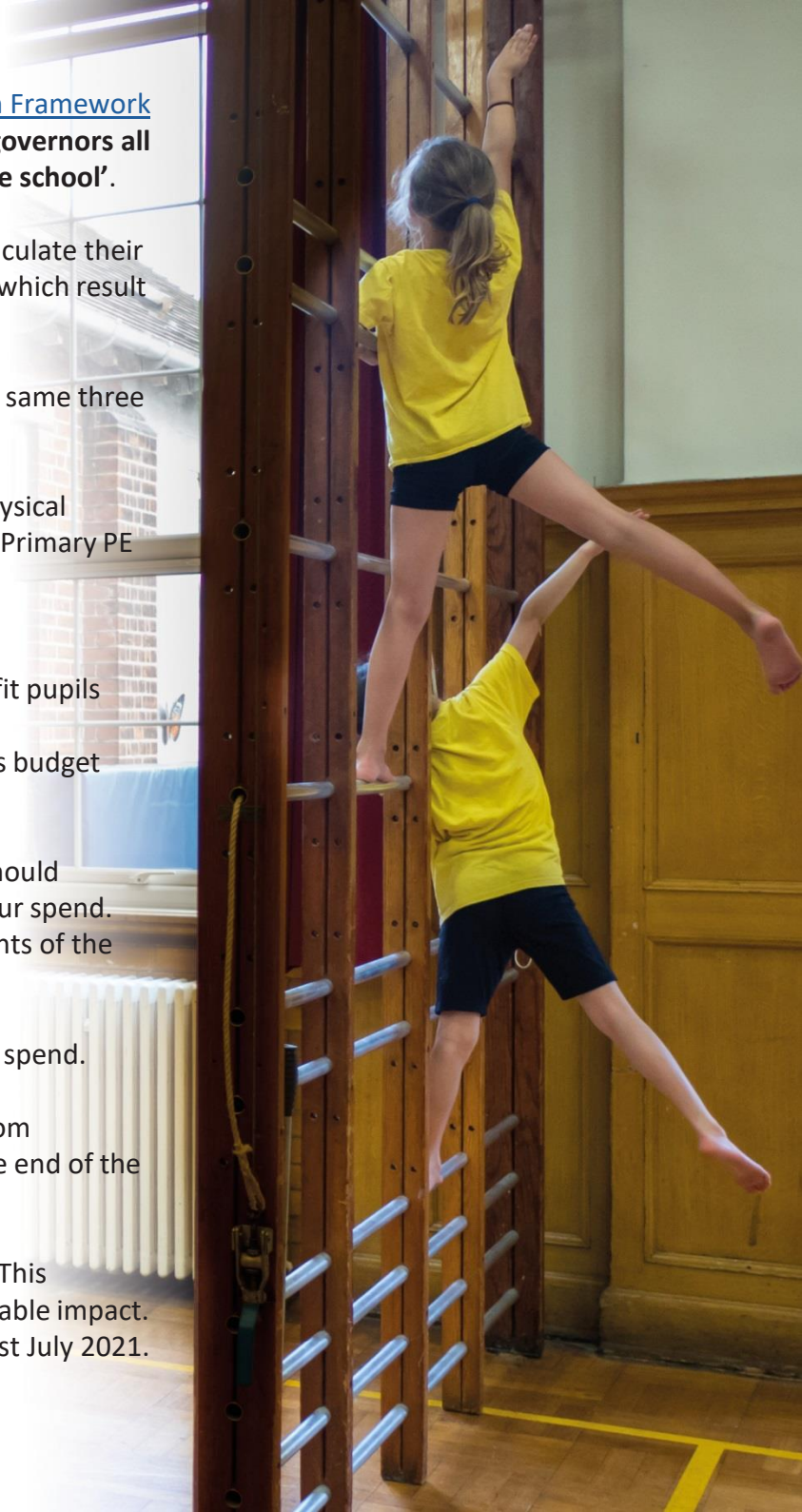
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2020/2021, 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 2022** 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 2021. 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

| Key achievements to date until July 2021: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Daily Mile track - used daily by KS1 and KS2 children • Fully embedded rugby through Newcastle Falcons • Bringing more variety to after school clubs • Children joining local clubs after doing after school clubs • Invested in PE equipment needed for new sports • PE kit for sporting events updated • Another teacher cycling lead trained • CPD for gymnastics and dance • Shooting Stars inspired by Disney clubs | <ul style="list-style-type: none"> • Fully embed <i>Commando Joes</i> into school • Bikes for school • Shooting Stars inspired by Disney clubs • More varied clubs • More social media presence - twitter • PE kit - focus on KS2 • OAA provision for whole school |

Did you carry forward an under spend from 2020-21 academic year into the current academic year?YES

Total amount carried forward from 2020/2021 £12560
+ Total amount for this academic year 2021/2022 £18392
= Total to be spent by 31st July 2022 £30952

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| 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? | 25.5% |
| 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. | 36% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 25.5% |
| 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? | 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.

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| Academic Year: 2021/22 | | Total fund allocated: £30952 | | Date Updated: 31.7.22 | |
| 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: 0 % |
| 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: | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | |
| <ul style="list-style-type: none"> Embed OPAL project within school day to improve our outdoor provision for children at break and lunchtimes. | | <ul style="list-style-type: none"> To continue to monitor whole school offer and check areas regularly | | <ul style="list-style-type: none"> Safe and all weather area for KS1 play PE equipment sorted and some donated to OPAL | |
| | | | | <ul style="list-style-type: none"> Staff to report any repairs needed to the surface To keep money aside to spend on equipment for OPAL | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: 0 % |
| 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: | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | |
| <ul style="list-style-type: none"> To take part in whole school activities To provide a COVID friendly Sports Day Active Mile Day To continue to promote Daily | | <ul style="list-style-type: none"> To use resources for National Sports Week | | <ul style="list-style-type: none"> Children more active throughout the school day Children enjoyed taking in more competitive activities and working as teams and classes | |
| | | | | <ul style="list-style-type: none"> Each year group to have PE on the same days to reintroduce intra school competitions | |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 16% |
| 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. <ul style="list-style-type: none"> Subject leader to attend LA PE networks (x3) PE SLA Provide staff with planning for each sport. 1 staff member from each key phase to attend gymnastics and dance CPD. | <ul style="list-style-type: none"> Buy and resource planning for all subject areas. Employment of Healthy Goals UK coach to assist and provide CPD with KS1 PE. | £4820 £45 £97.85 = £4962.85 | <ul style="list-style-type: none"> Better subject knowledge for all staff members. Staff now feel more confident delivering PE lessons and clubs. Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. Subject leader more confident when undertaking lesson observations/team teaching - able to provide effective feedback and lead discussions. Staff feel more confident in their delivery of unfamiliar sports. | <ul style="list-style-type: none"> Monitoring of dance and gymnastics teaching |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 18.2% |

| Intent | Implementation | | Impact | |
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| 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: |
| <ul style="list-style-type: none"> Dance club to offer a wider range of sports and physical activity Encourage children to become more active after school | <ul style="list-style-type: none"> Dance to involve children's ideas | £50 | <ul style="list-style-type: none"> More children taking part in clubs Less active children involved in clubs Clubs with a purpose - Dance Festival. More committed | <ul style="list-style-type: none"> Offer different types of dance club Promote dance club for the Dance Festival |
| <ul style="list-style-type: none"> Rugby club to offer a wider range of sports and physical activity Encourage children to become more active after school Encourage children to join local clubs outside of school Taster day offered during Sports Week for KS1 | <ul style="list-style-type: none"> Newcastle Falcon coach to offer high quality rugby club | £350 | <ul style="list-style-type: none"> More children taking part in clubs Less active children involved in clubs | <ul style="list-style-type: none"> Continue to work with Falcons Make contact with Churchill to feed into their PE curriculum |
| <ul style="list-style-type: none"> Implement L1 and L2 Bikeability to all of our children. | <ul style="list-style-type: none"> Find number of children that would like to complete these awards and arranges dates for Bikeability coaches to visit. | - | <ul style="list-style-type: none"> Improved confidence and competence of using a bicycle correctly and safely. 46 children from KS2 completed L1. 36 children from KS2 completed L2. | <ul style="list-style-type: none"> Continue to work closely with the children and parents to monitor how many children walk, cycle or scoot to school. Walk or cycle to school days. |

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| <ul style="list-style-type: none"> • Introduce <i>Commando Joes</i> • Staff CPD • More active learning across the curriculum | <ul style="list-style-type: none"> • Whole school staff CPD • Individual • PE lead, Head Teacher and Deputy Head | £1750 | <ul style="list-style-type: none"> • Cross curricular links • More active learning • Whole School CPD | <ul style="list-style-type: none"> • To implement across whole school • To improve quality of cross-curricular links |
| <ul style="list-style-type: none"> • Archery club | <ul style="list-style-type: none"> • Sports leaders asked children what clubs they would like to see • Prioritise children who do not normally participate • Less active children | £460 | <ul style="list-style-type: none"> • Some children joined a club for the first time • More committed to coming every week | <ul style="list-style-type: none"> • To continue to offer new clubs • Ask children what clubs they would like |
| <ul style="list-style-type: none"> • Sports Works clubs | <ul style="list-style-type: none"> • Sports leaders asked children what clubs they would like to see • Prioritise children who do not normally participate • Less active children | £420 £135 | <ul style="list-style-type: none"> • Some children joined a club for the first time • More committed to coming every week | <ul style="list-style-type: none"> • To continue to offer new clubs • Ask children what clubs they would like |
| <ul style="list-style-type: none"> • Yoga - sports week KS1 | <ul style="list-style-type: none"> • More focus on KS1 • Variety of sports • New opportunities | £107 | <ul style="list-style-type: none"> • Great feedback • Children all engaged • Aimed at KS1 | <ul style="list-style-type: none"> • Look at putting yoga into KS1 curriculum |

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| <ul style="list-style-type: none"> Year 6 swimming - top up | <ul style="list-style-type: none"> For all children who did not achieve 25m in Year 3 or 4 | <p>£1772</p> <p>£600</p> <p>= £2372</p> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> To continue to offer Year 6 catch up swimming To promote use of pool outside of school lessons |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|------------------------------|---|--|
| | | | | 0.8% |
| 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: |
| <ul style="list-style-type: none"> Children to experience competition outside of school, against different schools | <ul style="list-style-type: none"> To prepare for competitions and take a range of children Coaches provided to and from school to give everyone the same opportunities | £80 £115 £80 = £275 | <ul style="list-style-type: none"> More pupil engagement in competitions Pupils proud to represent the school | <ul style="list-style-type: none"> To enter more competitions To run competitions within school at the end of each half term |

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| Signed off by | |
| Head Teacher: | R. Jobey |
| Date: | |
| Subject Leader: | K. Barnes |
| Date: | |
| Governor: | B. Appleby |
| Date: | |