

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.

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 2020. 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.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
• We appointed a 'Lunchtime Activator' to oversee delivery of activities at lunchtimes, take responsibility for equipment and support School Sports Crew in delivering games and activities. There has been a noticeable improvement in behaviour and pupil voice surveys indicate that children love having more opportunities for structured play at lunchtimes. • The running track in place and in use by all year groups. • Children in Year 5 who did not meet expectations in Year 4 (27 children) attended 'booster' swimming lessons to help them to meet the 25m target. 19 of these children have now achieved their 25m badge, taking the total in this year group to achieve 25m to 87%. • Coaches have been used effectively to upskill teachers, based on a discussion around individual teachers' needs and the curriculum. • Teachers have provided lots of opportunities for children to build up their active minutes e.g. Go Noodle, clubs, lunchtime activities, active lessons, running track. Ideas gathered from staff in terms of tracking active minutes. • The Coast to Coast challenge continues to provide an exciting challenge for more able cyclists, developing their resilience and determination as well as providing them with memories to last a lifetime.	• Develop use of coaches and School Sports Crew to further improve the lunchtime provision, under the direction of the Lunchtime Activator. • Purchase playground markings as a priority to support with the delivery of games on both the KS1 and KS2 yards. • Develop use of tracking systems for physical activity e.g. Golden Mile, attendance at lunchtime clubs. • Work alongside GLL to implement a new tracking system for swimming assessment, to include competence over a range of strokes and the ability to self-rescue.

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.	58%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	46%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58%
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 – boosters for Year 5 children and swimming club to encourage regular visits to the pool

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: £19,480	Date Updated: 17 th 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: £4,743 24%
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?:	Sustainability and suggested next steps:
Encourage an increased amount of active minutes for all children.	Trial different ways of tracking active minutes throughout the school day. Meet with staff to agree a teacher/child friendly format. Encourage regular use of running track by all year groups. Continue to promote active lessons and support staff in using resources. This will involve staff training on Active Maths, No Chairs Days and staff regularly teaching outdoor and active lessons. Use Health Week as a platform to show the benefits and enjoyment of regular physical activity. Develop activities available at lunchtimes through use of coaches and School Sports Crew. EYFS children to have access to		£1,525 Rugby club £150 - EYFS outdoor clothing £600 – swimming club Math of the Day CPD has given staff more ideas on ways to increase activity in lessons and the value in active lessons. Staff have shared ideas for short bursts of activity. BBC Super Movers and Go Noodle are now embedded in all year groups. Cosmic Yoga and Sticky Kids are also used regularly in Early Years and KS1. Children have developed good fine and gross motor skills in the Early Years through access to the outdoor area and equipment. All year groups are accessing the running track and pupil voice surveys indicate that children	Put in place a whole school tracking system for active minutes. Monitor fitness to evaluate impact of running track e.g. time taken to run a mile.

	outdoor activities throughout the school year. Offer a range of after school and lunchtime clubs, including swimming, gymnastics, running, rugby.		enjoy using the track and are keen to improve their fitness. Rugby club meant that all children had the opportunity to access lunchtime activity throughout the year. During Covid-19, coaches continued to deliver sessions, which led to improved mental wellbeing of children in the key worker group.	
Less able children to be identified and supported to increase fundamental movement skills, enabling them to lead a healthy, active lifestyle.	Teachers/Coordinators to assess all children in fundamental movement skills alongside coaches from the PE service. Less able children to be identified and teachers to plan in support during PE lessons or gross motor intervention groups. Children from Y4 who do not meet 25m swimming distance to be targeted for swimming intervention in Year 5	£1,200 – Swimming boosters Children weren't able to attend in the summer term so £400 will roll over to next year to provide boosters for remaining children. Assessment package cost in next section	Teachers had up to date assessment information and were able to use this to inform planning. 19/27 children who did not pass 25m in Year 4 have now met this goal.	Due to Covid-19, end of year assessments to monitor progress could not be completed. Re-assess children next year to see whether support for less able children allowed them to catch up with their peers. Continue to purchase assessment package from the PE service and share data with teachers, enabling them to focus on gaps and next steps. Due to Covid-19, half of the Year 4 children have not completed their swimming programme. They will need to complete this next year and then data gathered to put boosters in place for children who have not been able to complete the swimming objectives.

Children have the opportunity to try a range sports and games, enabling them to find out what they enjoy and want to develop.	All children from Reception to Year 5 to attend a Healthy Active Lifestyle event. Health Week. Taster	£720 SLA charge for HAL events £548 – cost of buses to HAL events unable to go ahead due to Covid-19	Children enjoyed attending events and trying new activities. Staff were inspired to include a broader range of activities both in curriculum time and after school clubs.	Continue to attend Healthy Active Lifestyle events.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £5,985 31%
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?:		Sustainability and suggested next steps:
Make children and parents aware of opportunities in the local area, in order to reduce 'poverty of experience'.	Each year group to visit a local club or facility for a taster during Health Week: Reception/Nursery – Dance workshop Year 1/2 - Gymnastics at leisure centre Year 3 – Badminton at Slatyford Year 4 – Karate at West Denton Community Centre Year 5/6 – Kick Boxing in school (Club held at Scotswood) Swimming is promoted but couldn't be facilitated as part of Health Week due to Better Leisure requiring high staff to child ratio.	£200 – Dance workshops £375 – Kickboxing £120 - Gymnastics	Children are aware of opportunities available in the local area and had the chance to try a new sport. Children promoted their experience to the rest of the school, leaflets were handed out and information shared on school social media. That meant that children throughout school were informed of each activity.	Continue to network with local clubs, increasing the range of activities available next year during Health Week.

Improved behaviour and increased sporting opportunities available over lunchtimes.	PE Coordinators to appoint a lunchtime activator to implement a timetable of lunchtime activities and oversee a School Sports Crew to assist with delivery. PE Coordinators to regularly meet with lunchtime staff and School Sports Crew to evaluate and monitor. School Sports Crew to have a uniform to make them recognisable Playground markings to provide opportunities for games with minimal equipment.	£2,475 – Lunchtime Activator £285 School Sports Crew/Lunchtime Supervisor training (SLA) £1,800 playground markings	Children in both KS1 and KS2 are more engaged in structured activities at lunchtime. Children who struggle with behaviour during unstructured times have been targeted for activities, which has led to improved behaviour at lunchtimes. School Sports Crew feel more confident in delivering activities with the support of the Lunchtime Activator.	Playground markings were unable to be laid due to Covid-19. This will be a priority next year.
Limit 'poverty of experience' in terms of physical activity and sport.	Offer a range of after school clubs, including swimming. Celebrate children's achievements both in and out of school, with the aim of encouraging others to have a go. Advertise clubs and opportunities both in and out of school through display, letters to parents, facebook, school website, leaflets.	£0	Clubs continued to be well attended and pupil voice indicated that children enjoyed attending clubs. Swimming club gave children who wouldn't otherwise have the opportunity to go to the pool a chance to go with their friends for a weekly 'splash' session. Celebration assemblies allowed children to show off what they had done out of school and promote their sport to others. Other children therefore found out about opportunities in the local area.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£4,750 24%
Intent	Implementation		Impact	
Improve teachers' confidence and competence in teaching the PE curriculum.	Meet with teachers to agree an area where they feel less confident/competent, and allocate a team teaching unit with a coach from the PE and School Sport Service. Teachers to complete a confidence survey and evaluate each unit. PE Coordinators to monitor overall effectiveness. EYFS teachers to work alongside Premier Sports on a multi-skills unit. New member of the EYFS team to attend training on EYFS PE and developing motor skills. New member of the Year 3 team to work alongside a Rugby coach to improve confidence and competence in this area.	£3,250 SLA £100 Reception multi-skills £250 Rugby unit	Increased quality of teaching for the children. Staff feel more confident to deliver unit independently next time. The Year 3 Rugby unit was not completed due to Covid-19, however the coaching time was used to provide coaching for children in the Key Worker group. This was very well received by the children, with the increased activity improving their mental well-being during a stressful time.	The feedback from staff was very positive. Next year the sessions will take place during the morning to remove the impact on the PE timetable and staff PPA. Whole school to receive OAA training. PE Coordinators to speak with Y3 teacher to find out if they require further support in Rugby. If so, offer this next year.
PE Coordinators remain up to date with best practice, are supported to monitor and reflect on provision and are aware of opportunities available.	PE Coordinators to attend PE & School Sport Conference in July. PE Coordinators to purchase Gold level SLA from the Newcastle PE and School Sport Service. PE Coordinators to access release time.	£530 - Planning and support SLA £310 - Sport Premium Guidance SLA £160 PE Conference £150 supply	PE Coordinators were made aware of courses and events and were able to send relevant staff/children. Release time allowed coordinators to work on Knowledge Organisers alongside the Curriculum Coordinator, which will be implemented next year. The PE Conference was cancelled due to Covid-19, however regular	The Gold level SLA will be purchased next year, as all elements were used to good effect. Release time will be used to monitor use of knowledge organisers, assessment, planning and effectiveness of CPD.

			virtual meetings were held with the PE and Sports service to keep up to date with good practice in terms of the pandemic. This led to children taking part in a virtual school games event and promotion of the 'Top Ya' app.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£3,340 17%

Intent	Implementation		Impact	
A range of sports and activities should be taught as part of the curriculum.	PE Coordinators to monitor and update the curriculum map, ensuring a broad range of sports and skills are taught and taking into account competitions throughout the year. PE Coordinators to begin to put together Knowledge Organisers, mapping out knowledge and skills to be taught in each unit. Year 5 children to attend cycling sessions at West Denton Primary School, developing confident cyclists by the end of year 6. More able Children to complete Coast to Coast challenge alongside Bike 4 Health.	£1,000 Year 5 cycling £2,215 Coast to Coast	Children are competent cyclists by the end of Year 5. Most able children were chosen to complete the Coast to Coast challenge, developing resilience and determination.	Review the curriculum map, in line with CPD and Knowledge Organisers. Staff will begin to use Knowledge Organisers as a basis for planning. Staff to feedback to PE Coordinators, who will review Knowledge Organisers and make amendments where necessary. Continue to access cycling at West Denton. Look into completing the Coast to Coast challenge later in spring/summer 2021, as Covid-19 will mean it is not possible for this to go ahead in September.
A range of after school and lunchtime activities are offered to all pupils.	Reception children will have the opportunity to attend a dance club, leading to the Dance Festival. All children will have the opportunity to join the Rugby	£125 – bus and costumes for Dance Festival	The Dance Festival was cancelled due to Covid-19, however children who attended the club performed to the staff and children in EY and KS1. This was a huge confidence	Continue to utilise coaches for lunchtime clubs, increasing the range of sports available. Attend Dance Festival in 2021.

	lunchtime club.	boost for the children and led to them feeling very proud of their achievements. The rugby club was well attended by children across school. This led to an increase in active minute for those children, fewer behaviour problems at lunchtimes and increased enjoyment for the children.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1,445 7%
Intent	Implementation		Impact	
Provide children with opportunities to attend Level 2 competitions throughout the school year.	Use the School Games calendar to drive clubs and select more able children to compete. Enter Schools 500 Games. Provide clubs linked to competitions e.g. gymnastics.	£110 athletics bus £75 hockey bus £600 – Schools 500 buses	Children attended: - Sportshall athletics - Hockey Children enjoyed the experience of competing and were inspired to work hard in PE lessons in order to be chosen. Schools 500, rugby, cross country and gymnastics were cancelled due to Covid-19.	Continue to use the competition calendar in line with the curriculum map, identifying more able children to enter the competitions. Competition Gymnastics will continue to run as an after school club.
All children have the opportunity to compete in Level 1 competitions.	PE units to include a Level 1 competition. All children to take part in competitive events during Sports Day.	£130	Level 1 competitions in PE lessons have given children increased confidence in competition and the opportunity to apply the skills that they have learned. It also meant that teachers were able to pick out More Able children for Level 2 competitions. Sports Day could not go ahead due to Covid-19, however the Virtual School Games event was promoted to children via the school's website and social media.	Teachers will use Knowledge Organisers as a basis for planning, which specify when and how Level 1 competitions should be delivered in each unit.
Develop resilience through use of Personal Challenges.	Personal challenges to be introduced each half term. PE Coordinators to assess fundamental movement skills with class teachers and coaching staff. Children to know their FUNs level and how to get to the next level.	£530 – Assessment package	Personal challenges gave some focus to playtimes when they were first introduced but engagement was often short lived.	Develop Personal Challenges so that they become embedded and have a longer life-span. Look at ways to celebrate children's achievements in personal challenges. Continue to purchase assessment package

				from the PE service to give children a benchmark to progress against.
Promote and celebrate sporting achievements both in and outside of school.	Celebration assemblies to take place once a term. Children to bring in trophies, medals etc that they have achieved through clubs and activities outside of school. Photos and results from competitions to be published on website and facebook page.	£0	Children had a sense of achievement when showcasing what they had done and enjoyed talking about their sport. Other children became aware of what was available in the local area.	Continue to hold celebration assemblies and provide information on how to join clubs/access facilities.

Signed off by	
Head Teacher:	Jess Eatock
Date:	16.7.20
Subject Leader:	Paula Dickenson/Barbara Carter
Date:	03.07.20
Governor:	Rob Scott
Date:	16.07.20