

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by



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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](https://www.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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	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. - 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. - Swimming boosters in 2018-19 resulted in our highest percentage of Year 6 swimmers this year achieving 25m.	- Adapt lunchtime provision to provide opportunities for all during staggered timings due to Covid-19. This will include coaches, challenges and equipment boxes for each bubble. - Monitor attendance at lunchtime clubs and listen to pupil voice to ensure there are opportunities for all - Provide CPD for staff focussed around 'Outdoor and Adventurous', following a curriculum refresh - Monitor swimming provision following a move to Elswick Pool, ensuring high quality teaching and clear communication regarding assessments. - Re-implement swimming boosters as soon as restrictions allow for children in Year 5 and 6 who have not met National Curriculum expectations.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £3,633	Date Updated: 2 nd July 2021		
What Key indicator(s) are you going to focus on? 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				Total Carry Over Funding: £3,633
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
Provide a range of opportunities to be active throughout the school day, improving mental and physical wellbeing following lockdown.	Provide additional multi-sports coaching over lunchtime	£3,633 £3,536 – Rugby £97 – Lunchtime boxes	Monitor attendance at lunchtime clubs Invite feedback in the form of a 'pupil voice' survey	Lunchtime clubs have proven to be a success throughout school. 160 pupils have attended each week, rotating to give all children who want to take part the opportunity to. Children who benefit from more structured lunchtimes have had fewer behaviour issues and all children who take part are active for the full 30 minutes of their lunchtime. Children said: "It's fun and competitive" "I love the racing games" "I thought tag rugby would be boring but now I know how fun

				it is” “I just love it!” We will therefore continue to allocate funding to lunchtime coaching next year.
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Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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.	87%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	55%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	55%
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.

Academic Year: 2020/21		Total fund allocated: £19,550	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: £3,688.14 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:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Encourage an increased amount of active minutes for all children.	Employ a coach for 4 hours per week (2 lunchtimes) to deliver multi-skills sessions. Improve playground markings on both yards to improve opportunities for physical activity Purchase a box of equipment for each year group to encourage physical activity at lunchtime. Encourage regular use of running track by all year groups. Continue to promote active lessons and support staff in using resources. EYFS children to have access to outdoor activities throughout the school year. Provide training for lunchtime staff in delivering games and activities for children. Encourage children to stay active		£484 – markings to promote active literacy £529.17 – markings to promote active maths £594.17 – Markings to promote lunchtime activity £701.30 lunchtime equipment £1,285 - Lunchtime Activator	180 children accessed lunchtime clubs each week, enjoying 30 minutes of physical activity. Lunchtime staff reported fewer behaviour instances when children were engaged in coaching and children spoke positively about sessions. “It’s fun and competitive” “I love the racing games” “I thought tag rugby would be boring but now I know how fun it is” “I just love it!” Early Years and KS1 are using letter shapes and snakes and ladders to promote active learning during phonics and number times.
				Sustainability and suggested next steps: Continue to provide lunchtime coaching sessions, encouraging children to be active over lunchtimes and provide structured play for children who need it. Continue to monitor lunchtimes and provide refresher training for staff if needed. Top up lunchtime equipment boxes to ensure children have access to high quality resources in their free time.

	during lockdown with videos from the PE service, PE sessions as part of the home learning curriculum and PE challenges posted by coordinators. Coaches to continue to deliver sessions to key worker and vulnerable groups during lockdown.	£94.50 Lunchtime staff training	Children are accessing games such as hop scotch and What's The Time Mr Wolf during playtime and lunchtime, encouraging structured physical activity. Lunchtime equipment boxes are being well used, giving children more opportunities to be physically active over lunch and play times. Our Lunchtime Activator has delivered monthly challenges which have proven popular and encouraged children to work on a skill to beat their Personal Best, promoting physical activity in the mean time. Lunchtime staff spoke highly of the training and have been delivering the games they learned. Children learning from home had ideas and opportunities to stay active during lockdown. Children in school had high quality coaching, keeping them active throughout the week.	
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Identify physically less able children and support them to increase fundamental movement skills.	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.	Assessment package cost in next section	Assessments took place towards the end of the year due to restrictions. The results have been passed to next year's class teachers, who have used them to identify gaps and tailor lessons towards children's next steps in dynamic balance, static balance and fundamental movement skills.	Assessment information will be used effectively in September to aid accelerated progress in fundamental movement skills. Children will be re-assessed in the spring term and new targets will be set.
Give children 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 in school. Engage in Schools 500.	HAL charge (£125) included in SLA.	Children and staff reported that HAL events were a success, with children trying new things and enjoying additional physical activity.	Continue to access HAL events next year.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	£300 2%
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:
Make children and parents aware of opportunities in the local area.	Each year group to visit a local club or facility for a taster during Health Week: Reception/Nursery – Dance workshop Year 1 - Gymnastics at leisure centre Year 2 – Football Year 3 – Badminton at Slatyford Year 4 – Karate at West Denton Community Centre	Couldn't happen due to lockdown and restrictions. £1000 rolled over to next year.		Run a Health Week next January. Use taster sessions as a way of giving children the chance to try things they may have missed during this year's Health Week.

	Year 5 – Kick Boxing in school (Club held at Scotswood) Year 6 – Basketball?			
Limit 'poverty of experience' in terms of physical activity and sport.	Offer a range of after school clubs. 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.	Couldn't happen due to lockdown and restrictions.		Get clubs back up and running as soon as possible in September, in line with restrictions and following bubble guidance.
Implement and monitor the use of PE knowledge organisers across school.	PE coordinators to keep in touch with staff regarding any changes needed. PE coordinators to be available when needed to support staff with planning and delivery based on knowledge organisers.	£300 summer term supply. £600 rolled over due to time out of school in lockdown.	Knowledge organisers were successfully implemented this year. Staff used them to plan ensuring progression across school. Team teaching, CPD and modelling of lessons (gymnastics, tennis and dance) led to staff feeling more confident in delivering units according to knowledge organisers.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	£6,639.17 43%
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 teachers' confidence and competence in teaching the PE curriculum.	All staff will use Knowledge Organisers as a basis for planning. Year 1-6 will have a CPD unit from the PE Service based on Outdoor and Adventurous (OAA) this year and gymnastics next year. These will take place on a Thursday morning so it is unaffected by PPA. A whole staff training session will be ran by the PE Service, focussing on OAA. PE Coordinators will monitor overall effectiveness. Coordinators released to support staff in planning and delivery. Barbara modelled a gymnastics lesson to Year 5 staff and Paula worked on dance planning and teaching with Year 4. Year 4 staff completed a tennis CPD unit.	£3,250 £394.17 – Compass on playground	Staff competence and confidence in teaching Outdoor and Adventurous has increased. Coaching from Beth Clarke, along with a whole school training session, has given teachers the tools and ideas they need to deliver OAA units themselves next year.	CPD units have been booked for next year, with a focus on teaching gymnastics using the Key Steps programme as outlined in knowledge organisers.

Ensure progression as well as the opportunity for children to consolidate knowledge and skills in PE throughout school.	All staff will use Knowledge Organisers as a basis for planning and feedback to PE Coordinators. PE Coordinators will deal with any 'teething problems' in Knowledge Organisers and update accordingly.	£0	Staff have used knowledge organisers effectively this year, which will lead to children will recapping and building upon skills learned in previous years, resulting in improved performance.	Invite continued feedback from staff and ensure that knowledge organisers are working documents, and that teachers expertise is taken on board.
PE Coordinators remain up to date with best practice and monitor PE effectively.	PE Coordinators to purchase Gold level SLA from the Newcastle PE and School Sport Service PE Coordinators to attend PE & School Sport Conference in July. PE Coordinators to access release time. PE Coordinators to work with staff where necessary to provide support with planning/delivery.	£2,995 SLA £82.50 PE Conference additional place. Rolled over to next year.	PE Coordinators were supported to monitor and reflect on provision and kept aware of opportunities available. PE Coordinators had time to monitor the effectiveness of Knowledge Organisers, adapting where necessary. PE Coordinators had time to complete joint planning with staff, increasing their confidence in delivering particular units e.g. dance.	Continue to purchase Gold level SLA. Attend network meetings. Access non-contact time to monitor Sports Premium spending, planning and delivery.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	£2,841.20 18%
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:

A range of sports and activities should be taught as part of the curriculum.	PE Coordinators to monitor the use of Knowledge Organisers, ensuring that staff are teaching a range of skills and sports. All staff to feedback to PE Coordinators on the effectiveness of knowledge organisers. All year groups will have a 'Healthy Active Lifestyle' event. Purchase additional equipment in line with bubble restrictions.	£1,104.50 PE equipment	Children accessed a range of skills and sports through curriculum PE. PE Coordinators were aware of the effectiveness of knowledge organisers. Classes had enough equipment to ensure they could deliver PE units effectively.	Re-implement cycling next year in line with restrictions and bubble guidelines.
Provide opportunities for children to access a broad range of resources and equipment, enabling them to play a range of games.	Put markings in place.	578.35 – Hop scotch markings 488.35 – Noughts and crosses		
Provide opportunities for children to access facilities in the local area.	Provide a physically active experience for Year 6 at the end of the year, at a local venue voted for by the children.	£510 venue £160 bus	Children experience a broad range of physically active activities and realise that there are lots of ways to stay fit. Children and parents are aware of facilities available.	Invite feedback from children and staff. Look into alternative venues and link in with Health Week next year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	£2,131.70 14%
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 children with opportunities to attend Level 2 competitions throughout the school year.	<i>Provide clubs linked to competitions e.g. gymnastics. Use the School Games calendar to plan lunchtime provision and select more able children to compete.</i> Enter Schools 500 Games, virtually if restrictions dictate.	£600 for Schools 500 buses rolled over to next year.	Although lunchtime clubs weren't tailored to School Games, they did have a competitive element which children particularly enjoyed. This improved children's competitive spirit and resilience.	Attend school games as soon as restrictions allow. Use coaches to provide sports specific coaching in the lead up to competitions.
All children have the opportunity to compete in Level 1 competitions.	All PE units to include a Level 1 competition. All children to take part in competitive events during Sports Day. Engage in Activ5 Week.	£215 – Sports Day refreshments 808.35 – Throwing competition markings	Children applied what they had learned in their unit and developed a sense of competitive spirit. Children had a positive experience of competition. Sports Day was a fun and exciting day at the end of another strange year. Children enjoyed competing against their classmates and put in 100% effort to be the best they could be.	Continue to use knowledge organisers to ensure that children have the skills and knowledge they need to engage in a competition at the end of each PE 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.	Assessment package cost included in SLA. 758.35 - Long jump markings £350 swimming badges	Children developed a sense of resilience and determination in trying to beat their Personal Best.	Make children aware of their FUNs level and how to achieve their next steps. Continue with monthly lunchtime challenges.
Promote and celebrate sporting achievements both in and outside of school.	Celebration assemblies to take place once a term. Children will be encouraged to post pictures of their engagement in sporting activities and achievements on Class Dojo.	£0	Although assemblies couldn't take place, children still brought in medals and trophies to share with their classmates and enjoyed sharing what they had done to achieve them.	Re-implement celebration assemblies as soon as restrictions allow.
Total spend: 15,600.21				
Carried over to next year due to Covid-19: £3,949.79				

Signed off by	
Head Teacher:	Jess Eatock
Date:	
Subject Leader:	Paula Dickenson and Barbara Carter
Date:	2 nd July 2021
Governor:	Lee Rochester
Date:	12 th July 2021