



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:

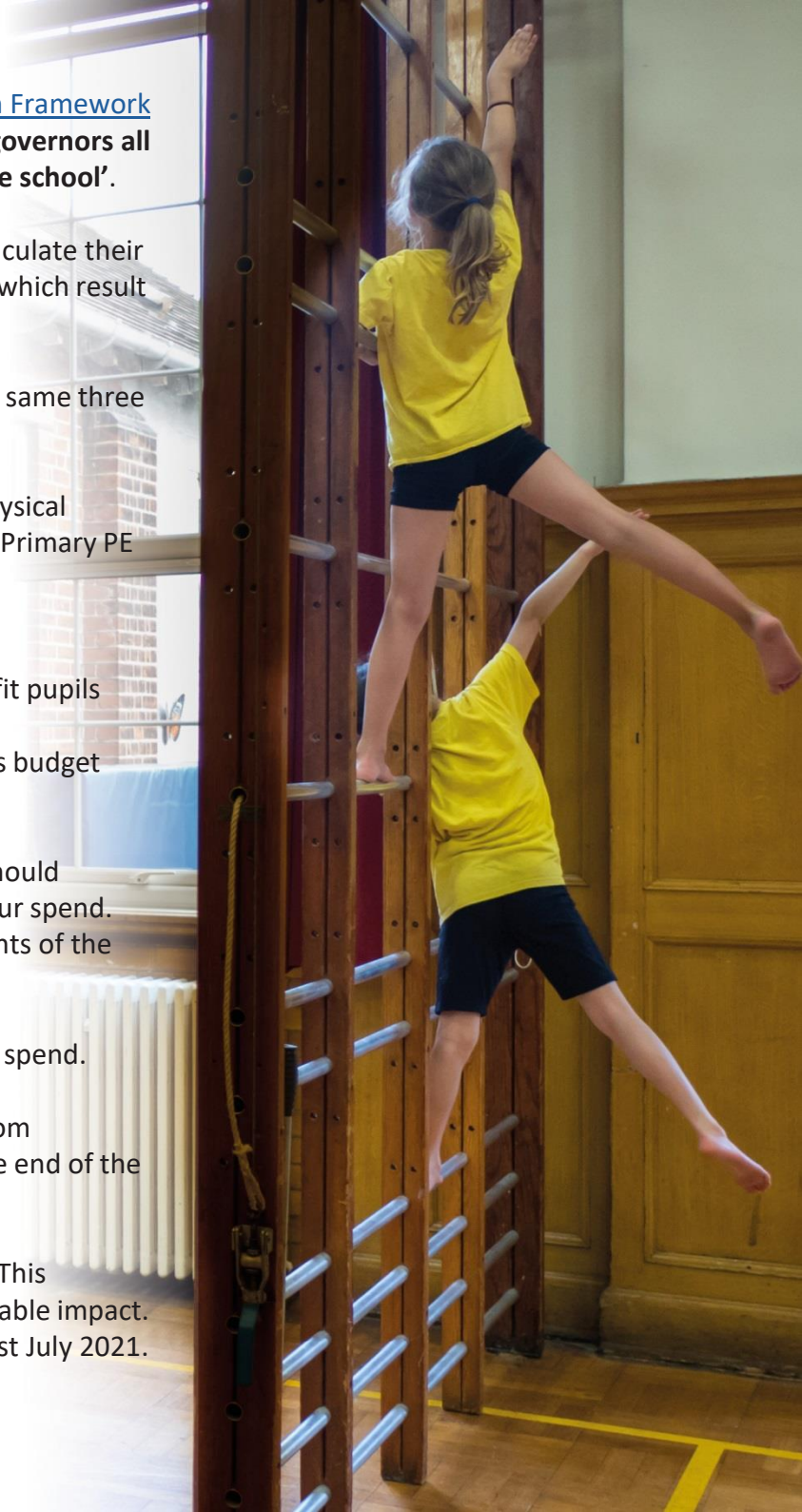
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2019/2020, 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.

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:
<ul style="list-style-type: none"> • School Games Mark – Gold Level • Increased number of children taking part in Out of School clubs • 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. • Participation in events and competitions through School Games, SLA and Catholic Cluster • Development of family sporting events e.g. The Children’s Cancer Run. • Developments in cycling e.g. Bikeability • Children formed a School Sports Council • Playground leaders trained and led class games at break times 	<ul style="list-style-type: none"> • Maintain School Games Mark – Gold • Sports Council to be re-established post-Covid-19 • Raise the profile of sport through school website/twitter/celebrations. • Increase parental participation and involvement. • Development of playground leaders across KS2. • 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. • After and before school clubs to pick back up again and hopefully achieve pre-Covid levels of club opportunities.

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £4151
+ Total amount for this academic year 2020/2021 £17,893
= Total to be spent by 31st July 2021 £22,044

<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 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>	94%
<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>	93%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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/ 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: £22,044		Date Updated: 21/7/21	
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:
					53%
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:
Employment of school sports coach to deliver physical activity games at least two lunchtimes per week to allow for increased levels of activity during playtimes. Sports coach also used for two morning and afternoon sessions per week to allow for staff CPD.	<p>Sports coach engaged with pupils during break times and lunchtimes each Friday to encourage games and physical activity.</p> <p>Sports coach demonstrated games and activities for lunch time supervisors, teachers and teaching assistants as a way of CPD.</p> <p>Sports coach developed activities for a range of year groups during playtimes and lunchtimes.</p> <p>Subject leader given one hour per week non-contact time to develop the role of overseeing PE and physical activity in school.</p>		£2837	<p>More children have been physically active on a regular basis.</p> <p>Pupil voice is very positive about the use of coaches in the yard at lunchtime.</p> <p>Lunchtime supervisors have gained ideas on games to play and it has had a positive impact on behaviour.</p> <p>Curriculum skills and knowledge, sporting opportunities and physical activity opportunities have been mapped out.</p>	<p>Pupils' attitudes towards physical activity to be more positive and increased engagement of physical activity at lunchtimes.</p> <p>Lunch time supervisors to become more familiar with physical activity games.</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>Continue The Daily Mile for each class in the school to contribute towards 30 minutes daily physical activity.</p>	<p>Each class continued to complete Daily Mile Activities in yard or utilised Forest School.</p> <p>After school and breakfast clubs also contribute i.e. Football, Futsal and Running and CrossFit.</p>	<p>None</p> <p>£675 £1287 £2640</p>	<p>Children took part in daily activity and there have been opportunities to assess their fitness levels.</p> <p>Mental health and wellbeing benefits.</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>
<p>Develop opportunities for increased physical activity and sporting opportunities throughout the day/school week.</p>	<p>Staff delivered sporting clubs before and after-school.</p> <p>In addition to The Daily Mile, individual classes use Supermovers, GoNoodle, active brain breaks from YouTube e.g Kidz Bop and Active lessons to contribute towards 30 minutes of daily physical activity.</p> <p>Purchase of outdoor storage container.</p>	<p>None</p> <p>None</p> <p>£2000</p>	<p>Children have enjoyed a range of opportunities to take part in more sports and activity including Futsal, Running and CrossFit.</p> <p>Numbers selecting these activities have been very high.</p> <p>More outdoor equipment has been made available with easy access on the yard. This has been used for break times and PE lessons.</p>	<p>Staff to offer the sports clubs again during Shine Time next academic year, which weren't able to run due to Covid-19 this year.</p> <p>Other sporting clubs to be offered alongside existing ones.</p> <p>More opportunities for larger playtime equipment to be stored with easy access for children and can be monitored and maintained by playground leaders and Sports Council.</p>
<p>Increased the amount of physical activity the children receive in school daily</p>	<p>PE coordinator carried out PE Audit and worked with SLA to determine the best 'bubble' playtime equipment necessities for active playtimes.</p> <p>Children have had a lot more space on the yard at break times due to staggered breaks. All children are now active for the full break time with the use of new playtime equipment.</p>	<p>£2024 (paid for once but used in other key indicators)</p>	<p>More children have been physically active on a regular basis.</p> <p>Pupil voice is very positive about the new playtime equipment.</p>	<p>Leadership roles for pupils so they can deliver activities as an ongoing program. Training delivered by SLA and observed by PE Coordinator.</p> <p>Playground leaders and lunchtime staff to implement games and activities.</p> <p>Opportunities to enhance</p>

	Playground leaders have been purchased and will be trained in Autumn 2021 due to Covid-19.	£220	Higher number of children will spend more time being active. Previous leaders' surveys show increase of physical activity on the yard at lunchtime.	physical activities at lunchtimes and break times. Playground leaders to commence in next academic year due to Covid-19.
Employment of school sports coach to deliver physical activity games at least two lunchtimes per week to allow for increased levels of activity during playtimes.	Sports coach engaged with pupils during break times and lunchtimes each Thursday and Friday to encourage games and physical activity. Sports coach demonstrated games and activities for lunch time supervisors as way of CPD. Sports coach developed activities for a range of year groups during playtimes and lunchtimes.	£2200 (paid for once but used in other key indicators)	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. New lunch time supervisors to become more familiar with physical activity games.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				17%
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:
Develop opportunities for increased physical activity and sporting opportunities throughout the day/school week.	Audited and purchased new PE equipment based on staff survey and curriculum needs. Audited and purchased new 'bubble' playtime equipment for all classes.	£2024	Progression and achievement of key skills. Higher quality teaching and learning. All pupils given the chance to achieve and progress. More children have been physically active on a regular basis during break times.	The purchase of new equipment will be long lasting and will inform the curriculum coverage and planning.

<p>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>	<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>	<p>£1500</p>	<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>
<p>Commitment to long term involvement in SLA provision</p>	<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 CPD.</p>	<p>£2000</p>	<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.</p> <p>RQT and subject leader have attended CPD and pupils have taken part in virtual events and competitions.</p> <p>Only Years 1, 2, 3 and 4 have taken part in Healthy Active events due to Covid-19.</p> <p>Increased number of pupils to take part in other events including</p>	<p>Training and CPD needs met for staff including ECTs to be used in future planning.</p> <p>Future plans and curriculum to be planned around events and competitions for all year groups.</p> <p>All year groups to take part in Healthy Active Events.</p>

			<p>competitions.</p> <p>Years 6, 4, 3 and 1 have all taken part in Gymnastics CPD.</p> <p>SLA have delivered a staff meeting to ensure up to date subject knowledge.</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>Awards purchased for school Sports Day.</p> <p>Organisation of clubs involved parents i.e. displaying dances virtually and School club links to be evident on website.</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 in Spring 2021 including: regular sporting challenges and PE activities on weekly planning for each class.</p>	<p>None</p> <p>£300</p>	<p>Evidence of PE and sport is displayed on website, twitter and parent comments are encouraged.</p> <p>Staff to deliver clubs and provide opportunities for 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 for 2021/2022.</p> <p>New members of the Sports Council to be elected from each year group 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 contributions in sport.</p> <p>Parents to be involved in events such as Sports Day, Out of School Cycle Rides, Sponsored Cancer Run as they weren't able to due to</p>

				<p>Covid-19.</p> <p>Sports Day to run at pre-Covid levels next academic year as it had to be cancelled this year due to Covid-19. Children still took part in class bubble competitions.</p> <p>Parents to be given a voice via questionnaire about what they would like to see in sport next academic year after Covid-19.</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:
				4%
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:
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.</p> <p>Staff training opportunities have been distributed across the school linking to curriculum for each year group.</p> <p>Dance and Gymnastics, multi-skills, Futsal and Football coaches have demonstrated and worked with staff to deliver and enhance good practice.</p>	£2200	<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>Raised staff confidence in the teaching and delivery of gymnastics skills.</p> <p>Higher enjoyment and progression in lessons evidenced through pupil</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 now that every class has</p>

	Gymnastics coaching for Years 6, 4, 3 and 1 helped to improve teacher knowledge, planning and delivery.	£840	surveys and pupil voice. TA's able to deliver some key skills in PE.	received CPD in Gymnastics that was an area to work on following Staff Survey.
	Dance coaching for Year 2 helped to improve teacher knowledge, planning and delivery and allowed pupils to take part in something new through contemporary dance.	None	Breakfast Club and After School club provided more active opportunities for the children.	Higher levels of teaching and learning in gymnastics.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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?:	
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. CrossFit	£2200	More children will take part in clubs and a broader range of sports will be delivered. CrossFit coach paid for to deliver sessions to KS1. Futsal paid for to deliver sessions for KS2. 65% of children took part in a sporting club this academic year due to Covid-19.	Clubs and teaching to be linked to School Games competitions and assessed fitness levels due to impact of Covid-19. Aim for at least 85% of children to access a club over the course of next year to achieve pre-Covid levels.

New PE equipment 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, staff survey, pupil voice and long-term planning.	£2024	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.
Targeted groups of pupils to receive support for fundamental skills progress.	Identified pupils have received extra provision on Friday lunch times to develop key skills.	£450	Sports coach has delivered Friday lunch time club to targeted group of pupils identified from assessments to help with basic skills.	Increased progress in skills for targeted group of pupils to be assessed on termly basis. Aim for at least 85% of children to access a club over the course of next year to achieve pre-Covid levels.
Ignite interest in new sporting opportunities and offer children the chance to participate in a range of sports.	Provide varied sporting opportunities through curriculum, coaching, after and before school and whole class OAA Days.	£1380	Higher levels of participation in clubs targeting less-active children. Greater enjoyment with varied activities.	Children will have the opportunity to take part in sports that they enjoy and discover new sporting interests.
	Year 5 Team Challenge Adventures	£535	OAA activities for each year group for a full day with High Tide Adventures in Summer Term.	Shine time clubs to resume next academic year as they were unable to go ahead due to mixing bubbles. Children will have the opportunity to experience a wide range of new sporting activities.
	Year 6 End of Year Alexander Adventures Day	£1155		

Key indicator 5: Increased participation in competitive sport				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:	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 further opportunities for SEND or vulnerable pupils to take part in competitive sports.	All pupils to have the opportunity to take part in events.	None	Whole class events such as dance, multi-skills, Games 500 and Sports Day activities.	Opportunities to be sought for key groups of pupils to enter events such as compositions and team sports. More individual events in next academic due to Covid-19.
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.	None	Children from targeted groups entering competitive events. Dance and multi-skills. In-school: Futsal, multi-skills and Gymnastics competitions.	Assessments and lesson objectives to be used to identify higher achieving pupils and opportunities sought to cater for their needs. More opportunities to be made available in 2021/2022 due to Covid-19 disruption.
Increase participation in competitions and festivals.	Enter an increased number of competitions in association with Newcastle School Games, local events and Catholic clusters: Cross Country, Football, Multi-skills, School Games 500.	None	Increased participations across the School. Virtual multi-skills competitions for Y5 and Y6. Virtual Dance Festival for Y3. Virtual School Games 500 for Whole School.	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.

				<p>Increased participations across the School due to Covid-19. School will be able to enter A and B teams into at least two competitions.</p> <p>A, B and C teams to be entered into a basketball competition.</p> <p>Boys and girls Catholic football competitions to take place.</p> <p>Skipping Festival to take place.</p>
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Signed off by	
Head Teacher:	
Date:	23.7.21
Subject Leader:	Harriet Gregan
Date:	22.7.21
Governor:	D. Hastie
Date:	23.7.21