

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department for Education



Created by



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	£4151
Total amount allocated for 2020/21	£22,044
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,921
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,921

Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts.

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

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?

90%

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.

Please see note above

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

77%

Please see note above

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

100%

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/**No**

	minutes of daily physical activity.			
External assessment by Newcastle PE Service for fundamental skills.	Silver package through SLA – sharing of best practice – assessments carried out on each year group except Y6 and staff meeting led by SLA afterwards to discuss data and opportunities for increasing physical activity throughout the day using fundamentals.	£2000 for SLA Silver package (purchased once but used in other key indicators)		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 22%
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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:
Health and Wellbeing Award – health and wellbeing are at the heart of education at our school.	Deputy head and mental health and wellbeing lead achieved wellbeing award for the school.	None	High-quality physical education, physical activity and sport improve outcomes in health, wellbeing and achievement as part of whole school improvement.	Health and wellbeing will continue to be priority in school. PE will also be a focus of next year’s SDP.
Bought into new PE planning through Get Set 4 PE.	All staff have access to high-quality planning and resources to deliver broad and balanced PE curriculum.	£550	Teachers have decreased workload and have high-quality planning materials to deliver broad and balanced lessons. Clear progression of skills from EYFS to Y6.	School will continue purchase of Get Set 4 PE.

			Focus on specific sports that our school has access to quality coaching for e.g Football, Basketball, Gymnastics	
Develop opportunities for increased physical activity and sporting opportunities throughout the day/school week.	<p>Audited and purchased new PE equipment based on curriculum needs and new planning.</p> <p>Audited and purchased new playtime equipment for all classes.</p> <p>Football were donated to school.</p>	<p>£3000</p> <p>None</p>	<p>Progression and achievement of key skills. Higher quality teaching and learning. All pupils given the chance to achieve and progress.</p> <p>More children have been physically active on a regular basis during break times.</p>	We changed supplier so the purchase of new equipment will be long lasting and will inform the curriculum coverage and planning.
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>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>	£1600 (from PE coach salary)	<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>Half-termly planning meetings with a member of staff from the School Sport Service to discuss and review PE provision throughout school and</p>	<p>Buy in to the silver service level agreement with Newcastle PE and School Sport Service to help lead PE and sport within school including competitive events, creating a healthy active lifestyle, supporting teacher development in PE and becoming more self-sufficient in leading PE. Planning meetings half termly to continue to update, adapt and ensure a high quality of teaching and good extracurricular opportunities for the children throughout the school. Attend (now termly) network meetings to share best Created by: Supported by: practice with other schools and take part in PE CPD within Newcastle PE and sport. Access discounted CPD from SLA to up level staff confidence.</p> <p>Enhanced curriculum and</p>

			<p>extracurricular events that the children get involved in. The impact of this was an increased confidence in planning and leading the curriculum and PE lead was able to pass of planning and delivery ideas to other members of staff to increase confidence in teaching PE.</p>	<p>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>£1995 (mentioned in other key indicators)</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 competitions.</p> <p>Years 6, 4, 3 and 1 have all taken part in Gymnastics CPD.</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>

			SLA have delivered a staff meeting to ensure up to date subject knowledge.	
The profile of sport in school to be raised to a high level. Pupil voice and parent involvement to be encouraged.	<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>Stickers purchased for school Sports Day.</p> <p>Field purchased for Sports Day.</p> <p>Sporting awards for children at the end of Y6 that reflect on their achievements since joining the school.</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>None</p> <p>£100</p> <p>£105</p> <p>£100</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 to show sporting results and fixtures as well as competitions and celebrations for 2022/2023.</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, Walk for Ukraine, Heaton Festival.</p> <p>New format of Sports Day to continue – allows children to compete in class ability groups so everyone has the chance to succeed.</p> <p>Parents to be given a voice via questionnaire about what they would like to see in sport next academic year.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:
5%

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 across the year.</p> <p>Staff training opportunities have been distributed across the school linking to curriculum for each year group from PE service.</p> <p>Dance and Gymnastics, multi-skills, Futsal and Football coaches have demonstrated and worked with staff to deliver and enhance good practice.</p> <p>Gymnastics coaching for Years 1 and 2 (including ECT) helped to improve teacher knowledge, planning and delivery.</p> <p>Dance coaching for Year 5 helped to improve teacher knowledge, planning and delivery and allowed pupils to take part in something new through contemporary dance.</p> <p>Basketball coaching from Newcastle Eagles Foundation for Years 5 and 6</p>	<p>£8,500 (as seen in other key indicators)</p> <p>£200</p> <p>None</p> <p>£750</p>	<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 surveys and pupil voice.</p> <p>TA's able to deliver some key skills in PE.</p> <p>Breakfast Club and After School club provided more active opportunities for the children.</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 received CPD in Gymnastics that was an area to work on following Staff Survey.</p> <p>Higher levels of teaching and learning in gymnastics.</p> <p>PE service to continue regular CPD for a full afternoon every week next year, focusing on new curriculum for 22/23.</p>

	helped to improve teacher knowledge, planning and delivery.			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	29%


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?:
Ignite interest in new sporting opportunities and offer children the chance to participate in a range of sports. Active Residential across KS2. Activity Days across KS1 & EYFS	Provide varied sporting opportunities through curriculum, coaching, after and before school and whole class OAA Days. Year 3 begin their 1 day 'Wild Day Experiences' offer through a team challenge day outdoors for a full day led by specialist OAA instructor. Year 4 went on a 2-day residential	£400	Residential cannot be underestimated for each child's development, particularly as they all benefit from OAA and promote activity outdoors. Greater enjoyment with varied activities. Higher levels of participation in clubs targeting less-active children.
			Sustainability and suggested next steps: Children will have the opportunity to take part in sports that they enjoy and discover new sporting interests. EYFS, KS1 & KS2 to benefit from Wild Days in our own Forest School led by our Forest School Leads. Team challenge days &

	<p>along Northumberland coast, staying in Berwick as part of their OAA offer.</p> <p>Year 5 went on a 3-day residential to High Force and Year 6 on a 5-day residential.</p>	<p>£100</p> <p>£750</p> <p>£750</p>		<p>residential to be paid for using PP spend and money raised from parents, alongside substitution from funding. To introduce a Residential Programme and Wild Days Experience Offer for all year groups.</p>
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 (money from coach salary as seen in previous indicators)	Sports coach has delivered Friday lunch time club to targeted group of pupils identified from assessments to help with basic skills.	<p>Increased progress in skills for targeted group of pupils to be assessed on termly basis.</p> <p>Aim for at least 85% of children to access a club over the course of next year to achieve pre-Covid levels.</p>
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.	£3000 (as reported above)	<p>Progression and achievement of key skills.</p> <p>Higher quality teaching and learning.</p> <p>All pupils given the chance to achieve and progress.</p>	<p>The purchase of new equipment will be long lasting and will inform the curriculum coverage and planning.</p> <p>Children continue to practise skills on a break time with equipment purchased.</p>

<p>Increase participation in After-school clubs and target groups of less active pupils.</p>	<p>Sports coaches or staff to be employed and deliver Out of School clubs.</p> <p>Pupils who do not take part in clubs and are less active to be targeted through additional clubs i.e. Kidz Get Fit</p>	<p>(See previous salary costs)</p> <p>PE Service - none – paid for by parents – PP children paid for using grant</p>	<p>More children will take part in clubs and a broader range of sports will be delivered.</p> <p>SLA coach paid for to deliver sessions to KS1 & 2.</p>	<p>Clubs and teaching to be linked to School Games competitions.</p> <p>Fitness to form a part of weekly PE sessions e.g circuits, skipping sessions etc.</p> <p>Aim for at least 85% of children to access a club over the course of next year.</p>
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Key indicator 5: Increased participation in competitive 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:
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.	£200 (petrol costs across the year for mini-buses) – also allocated in other key indicators	Whole class events such as dance, multi-skills, Basketball, Football and Sports Day activities. Vulnerable pupils and pupils with SEND were tracked across the year in participation in sporting competitions. KS2 SEND-specific competition in Boccia where pupils with SEND competed against other schools.	Opportunities to be sought for key groups of pupils to enter events such as compositions and team sports. Continue tracking children with PP, SEND and behavioural issues to target with sporting competitions to increase social interaction, resilience and equal opportunities.
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.	£346	Children from targeted groups entering competitive events. Dance, Basketball, Football, Athletics and multi-skills. In-school: Futsal, multi-skills, Hockey, Athletics, Fitness and Gymnastics competitions.	Assessments and lesson objectives to be used to identify higher achieving pupils and opportunities sought to cater for their needs. More intra-based competitions between mixed-gender groups e.g through the encouragement of Barclays Girls in Football initiative.

<p>Increase participation in competitions and festivals.</p>	<p>Enter an increased number of competitions in association with Newcastle School Games, local events and Catholic clusters: Cross Country, Football, Multi-skills, Dance, Basketball, Athletics, Boccia, School Games 500.</p>	<p>See above for mini-bus petrol and maintenance costs</p>	<p>Increased participations across the School. Multi-skills competitions for Y5 and Y6 at Walker Dome. Virtual Dance Festival for Y3. Basketball at Vertu Arena. Hoops 4 Health – Y5 & 6 Sports Hall Athletics – Y5 & 6 Girls Football Tournament – Y5/6 Boys’ Football Tournament and Cup – Y5/6 Eliot Smith Dance – KS2 Phil’s Football – KS2 & KS1 New Age Kurling – Reception & Y1 Boccia – KS2 SEND Sports Day</p> <p>Achieved School Games Gold Award for the 3rd year in a row.</p>	<p>Continuous calendar of competitions:</p> <ul style="list-style-type: none"> • School Games • Local Leagues • Catholic Clusters <p>Pupils develop greater confidence and skills in key games.</p> <p>Promote all classes in attending events and use PE lessons/coaching sessions as preparation.</p> <p>Increased participations across the School – getting competitions back to pre-Covid levels.</p> <p>Competitions to feature on SDP for 22/23 academic year.</p> <p>Mini-bus maintenance costs to be renewed. When mini-buses are no longer usable, look into financing new mini-buses to continue sustainability costs of making our own travel arrangements to competitions and active residentials.</p> <p>Work towards Platinum Award for School Games.</p>
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Signed off by	
Head Teacher:	
Date:	12.7.22
Subject Leader:	Harriet Gregan
Date:	12.7.22
Governor:	D. Hastie
Date:	12.7.22