

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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 until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Status of PE raised throughout school with staff involvement in CPD for specific areas of need across the PE curriculum. - Extended playground leadership roles from KS2 to KS1 and ensured more active lunchtimes. - Lunchtime provision developed through the use of outside providers (Hat Trick) across KS1 and KS2. - Promotion of physical activity for girls through football and girls PE club. - Continuation of swimming lessons across the school (EYFS, KS1 and KS2) to successfully develop confidence and ability in the water. - Participated in girls' and boys' city-wide football leagues and cups. - Increased engagement in sports clubs across key stages for both boys and girls. - Weekly basketball lessons with Newcastle Eagles for children across KS1 and KS2. - Built connections with local sports clubs to enthuse and inspire children – links to Newcastle Eagles. 	<ul style="list-style-type: none"> - Continue to develop and nurture whole school culture of sporting excellence across the school. - Develop on-going assessment opportunities for the progression and use of PE skills in games. - Ensure daily exercise is carried out across the school in a variety of ways appropriate to the children's needs. - CPD for areas still outstanding. - Continue to develop the use of personal challenges in the playground to consolidate and extend participation in individual physical activity.

Meeting national curriculum requirements for swimming and water safety.	
<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 2020.</p>	%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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

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: £		Date Updated:	
<p>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</p>					Percentage of total allocation:
					%
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<p>For children to engage in regular physical activity throughout the day – during their free time and during lesson times.</p> <p>For children to understand how to stay active and the benefits that being active and healthy has on their physical and mental well-being.</p> <p>For playground leaders to have raised confidence leading playground leader sessions: making their sessions more active and a variety of activities.</p> <p>To utilise the school grounds better to ensure that pupils have a range of opportunities and activities to be active during playtimes and lunchtimes.</p>	<p>Consolidation of KS2 playground leaders and skills – children were given additional training and skills to develop a larger variety of activities therefore ensuring child-led practice. This means that children are staying active during break times and lunch times doing activities they are motivated to engage in.</p> <p>Extended playground leadership roles down to KS1 playground to ensure more active lunchtimes for children of all ages.</p> <p>Provision of physical activity and development of skills in EYFS maintained.</p> <p>School grounds used more productively during lunchtimes and break times – encouraged use of climbing equipment and Secret Garden to develop children’s gross motor skills.</p> <p>Whole school PE challenges set to encourage children and parents to be active.</p>			<p>Children are aware of the benefits of being active and are able to talk about why it is important to be active throughout the day – children can talk about the physical and mental benefits to staying active. Active sessions are built in across the school day and children are engaged in these.</p> <p>Lunch times are more active and children are encouraged to join in with a wide variety of activities. More children are playing a wider variety of games now than they were previously.</p> <p>Children are able to talk about how their skills are developed using the different areas of school for playing/being active in. More engagement in active lunchtimes and playtimes due to a wider range of activities and areas to play in.</p>	
				<p>Sustainability and suggested next steps:</p> <p>Playground leaders to encourage use of personal challenges across break times and lunch times to develop skills.</p> <p>Consolidation and further implementation of active 30 minutes across school to be closely monitored to ensure all children are receiving their entitlement.</p>	

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	
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:
<p>Children's achievements celebrated with whole school community resulting in a culture of sporting excellent encouraged across school, so they know that PE is an integral part of their learning – through sharing successes and certificates from clubs, PE lessons and competitions.</p> <p>Raised awareness of PE and active lifestyles through use of social media to encourage parents and children to stay active when not at school.</p> <p>Inspire and include a wide range of children to get involved in competitions through inviting a wider range of children, so more children are able to talk about and feel included in the life of PE in school.</p> <p>Raise standards, confidence and belief in own ability in all areas of PE to ensure PE is encouraged and supported through whole school means.</p>	<p>Successes of football teams and from competitions shared in weekly achievement assemblies and in end of term assemblies to raise awareness and celebrate achievements. Teachers running clubs encouraged to award certificates to share during assemblies. Celebration of successes in Head Teacher's weekly message to the school community.</p> <p>Senior Leaders and teachers to promote participation of clubs in assembly and through discussions with children.</p> <p>The wider use of the school's Facebook, Twitter and blogs to celebrate and encourage regular physical activity. Whole school PE challenges set to encourage children and parents to be active.</p> <p>Widen the participation of pupils in competitions by ensuring the different children represent the school at different events.</p> <p>Whole school PE week to promote the importance and profile of PE across school – including Sports Day, use of curriculum time and visits to broaden horizons and improve whole school views of PE.</p> <p>Inclusion of parents, governors, teachers and pupils in plans to ensure whole school community involvement in improvement.</p>		<p>Successes of pupils are more widely celebrated and children take pride in their involvement in PE both in lessons and outside of curriculum time. Staff and pupils involved in celebrating success showing pupils that as a community we are all proud. Children talk about their successes openly with visitors.</p> <p>Children and parents have been sharing ways in which they have been active in class emails and on school social media channels.</p> <p>A wider range of children have been involved in competitions across the year so are able to talk about this with visitors, their peers and parents to raise awareness of the profile of sport in school.</p>	<p>To continue to use school social media channels to celebrate the successes of our children and for children to have raised awareness of the impact of staying healthy.</p> <p>To promote the use of personal challenges and PE initiatives with parents, governors and children across social media channels and in school through displays, information on blogs and assemblies.</p> <p>To continue to promote the inclusion of a wide range of children in competitions and enter more competitions/festivals to ensure all children feel there is a competition for them.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
<p>To improve knowledge of all staff in delivering PE and continue from areas covered last year.</p> <p>Develop a whole school curriculum for PE which follows a model of whole school progression in skills and increased confidence and knowledge for staff.</p> <p>Attend PE meetings and networks to stay up to date with latest developments and recommendations for high quality PE teaching.</p> <p>Development of leader's skills and knowledge to further enhance provision for the whole school through planning meetings with SLA staff and school staff.</p> <p>Encourage whole school staff to attend CPD led by Benfield SLA to upskill and help increase confidence and knowledge of staff delivering PE.</p> <p>Staff training to facilitate active playtimes. More children partake in independent or structured active activities at playtime.</p>	<p>Build a culture of talking in school where staff can talk openly about their concerns and their CPD needs.</p> <p>Whole school curriculum for the year planned to ensure that progression of skills, confidence and knowledge was central. Staff who needed support were given resources and assistance to plan alongside PE lead for areas of the curriculum they were unsure of.</p> <p>CPD delivered for playground leaders and staff who facilitate these roles and then shared with whole school staff to ensure playtimes are more active.</p> <p>CPD planned with Benfield around areas which have been identified by staff – Dance.</p> <p>Staff meeting in diary during PE week to review systems in place and to share good practice and to plan further CPD for next year.</p>		<p>Staff now are more confident delivering PE sessions which has a positive impact on children – they have more opportunities to consolidate and master the skills taught in a wider context.</p> <p>Whole school curriculum has ensured that a progression of skills is evident in lessons and children are able to talk about what they can do now that they were unable to do.</p> <p>Attending network meetings has raised knowledge, skills and confidence of leader in PE and skills learned in network meetings have been shared with whole school staff.</p>	<p>Continue with Benfield SLA to support and consolidate staff CPD needs in the coming year.</p> <p>Continue to attend PE Network meetings to upskill and enhance leaders of PE in school.</p> <p>Build in opportunities to share PE CPD and good practice in general staff meetings more regularly.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:
<p>Development of links with local sporting teams: use of Newcastle Eagles to broaden children's awareness and participation in sports.</p> <p>Use the Summer Olympics to build on the legacy of London 2012 and broaden the curriculum to encourage participation in sports outside of children's usual accessibility. This will give children wider range of skills and knowledge of sports.</p> <p>Continue to develop use of after school and during school sporting opportunities through use of clubs – including staff led and coach led clubs.</p> <p>Attend a wider variety of sporting events (festivals, tournaments) to give children a broader experience of competition and build aspirations.</p> <p>All children given access to swimming lessons from Reception to Year 6.</p> <p>Additional achievements:</p>	<p>Coaching timetable built with Newcastle Eagles to deliver curriculum sessions for all KS2 pupils at the Eagles arena with an aim to upskill staff and educate pupils in basketball – a provision delivered by a specialist.</p> <p>Delivery of a wide range of clubs both in school and after school: Football, Netball, Aspire, Forest School, Running Club, Judo, Juicy, Badminton and active literacy.</p> <p>Planned visits during the Summer term to give children experience of a variety of sports including those which are on the Olympic schedule – golf, curling, fencing, archery, rowing, trampolining, badminton, table tennis.</p> <p>Undertake all offers and invitations where possible which are offered through Sports Partnerships, LA, National Associations and SLA to attend competitions and festivals which celebrate a wide variety of sports.</p>		<p>Progress in basketball across the year groups who attended lessons is evident and children are able to talk about their basketball skills with enthusiasm and confidence.</p> <p>Inclusion of a wide variety of sporting after school clubs has meant that children have had higher exposure to a range of sports and all clubs have been fully booked.</p> <p>Engagement in a variety of competitive events, resulting in wide variety of pupils engaging in a new sport. (see K15)</p>	<p>Continue with the wide variety of clubs on offer next year and ensure a variety of children are able to attend.</p> <p>Give staff opportunities to work together to share practice, which may lead to raised levels of confidence and more staff may be keen to deliver an after-school club.</p> <p>Continue to build working relationships with local sports teams to broaden children's experiences and aspirations to create a culture of sporting excellence across the school.</p> <p>Ensure attendance to a wide range of events continues into the coming year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<p>Increase attendance in city-wide competitions for children of all ages and abilities across disciplines to encourage children to consolidate skills.</p> <p>Whole School P.E. week planned with activities for children to be involved in inter-house, inter-key stage games.</p> <p>Build in inter-house and cross-phase competitions during PE lessons across the year.</p> <p>Continued promotion of local sports clubs.</p>	<p>Ensure that a wide variety of children are taking part in competitive sports and keep record of this.</p> <p>Encourage staff to build in opportunities for children to engage in inter-house competitions and competitions across year groups.</p> <p>Celebrate successes both inside and outside of school in assemblies and through blogs/social media/Head Teacher's weekly message. These are shared with whole school community on the school website.</p> <p>Promote local sports clubs and celebrate the successes of children who attend clubs to encourage other children to get involved.</p> <p>PE week planned to encourage children to partake in new sports, engage in competition (inter-house and across year groups). Sports Day planned to engage whole school involvement in sporting competition.</p>		<p>School entered a team into Newcastle School Dance Festival and Skipping Festivals for Years 2 and 4.</p> <p>Children from multiple year groups were invited to multi-skills festivals led by Benfield staff building their skills and confidence in competition.</p> <p>Participation in Catholic Football League and Cup matches – girls' and boys' team for UI Is and boys team for U9s.</p> <p>Evidence of celebrations of successes and participation in class blogs/on Parent Hub and on head teacher's message to show that effort and achievement is valued by all.</p> <p>As more pupils attended and participated in events, more of them recognised and considered themselves as sportspeople, supporting our ideal of a culture of sporting excellence for everyone in school.</p>	<p>Continue to organise a programme of events to run throughout the academic year which encourage participation in competition for children of all ages.</p> <p>Attend events again next year and try to retain or improve upon outcomes of competitions attended last year.</p> <p>Ensure opportunities for all to be included in sporting events.</p> <p>Continued celebration of the achievements of all stakeholders so that everyone values their effort and achievements.</p>

Signed off by	
Head Teacher:	Michael O'Brien
Date:	30/05/2020
Subject Leader:	S. Elliott
Date:	30.5.20
Governor:	
Date:	