

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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SPORT
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • We have engaged all children in regular physical activity to kick-start healthy active lifestyles. • We have celebrated Sporting activities and achievements throughout the school year. • We have introduced the 'Daily Mile' across each year group which happens at the end of most lunchtimes. • Year 3 and 4 enjoyed learning fundamental skills, ball skills and games with Lee Sterry. • Children have had the opportunity to take part in Tae Kwon Do throughout the year. • Year 4 took part in squash sessions with Mr Vittie. • Mrs Ginns taught PE to EYFS, Year 1 and 4 focusing on planning, delivering lessons on mini games and net and wall games. • We received a Virtual Games Mark. • Key Stage 1 and Key Stage 2 enjoyed their tennis lessons delivered by Northumberland Tennis Club. • Rugby club continued as a popular after school club. 	<ul style="list-style-type: none"> • A big focus on competition for next year as we were unable to attend so many events due to Coronavirus. • To gain bronze, silver or gold Games School Mark. • To develop active play opportunities for the outdoor area. (Use Loose Parts Play Model) • To invest in resources and training for play based active learning. • To invest in resources and training linked to the new curriculum.
<p><u>Things we did not do this year because of Coronavirus.</u></p> <ul style="list-style-type: none"> • Year 2 were not able to take part in the skipping festival. • We did not participate in any of the Gosforth Schools' Trust before lockdown as events we were planning to attend were from March onwards. • Rugby lessons within the curriculum did not happen as they were scheduled to start in April 2020. • Year 2 and 3 did not receive planning and delivery of lessons on mini games and net and wall games with Mrs Ginns. • Cricket lessons within the curriculum did not happen as they were scheduled to start in May 2020. • We were due to host a Girls Football tournament and start a breakfast club to 	

<p>encourage girl's involvement in sport.</p> <ul style="list-style-type: none"> We did not participate in the School 500 Games. 	
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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>	N/A
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<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>	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: £ 18,290		Date Updated: July 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					13%
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:
-The daily mile to allow for children to undertake at least 10 minutes of additional activity per day.	To run around the field/yard as many times as the children can in at least 10 minutes.		n/a	All pupils involved in 15 minutes of additional activity per week. (Per day in the summer term)	To embed the school daily mile every day.
-Play leaders on the yard to engage children in games.	For all children to have the opportunity to take part in group games arranged by the play leaders during all playtimes.		Part of SLA package (£2,950)	More children are learning new games and continuing to play games with and without the play leaders.	More children have experience teaching younger children to play games.
-Active lessons such as maths and using Go Noodle before or after lessons.	To get all children up and active during long lessons.		n/a	Children become more focused and ready to learn.	To break up the afternoons with more active lessons.
- Introduce breakfast club for year 3 and 4 girls to get girls involved in activities of their choice. (Spring 2 – Did not happen due to coronavirus)	External coach to deliver.			The girls club has been very successful in the past and we have had a good number of children take part. We hope to keep this club going every year.	PE lead to become upskilled by observing so no requirement of an external coach.
-Introduce a change4life club for those children in year 1 and 2 who do not attend any clubs in or out of school.	External coach to deliver.		Part of £3,150 package for breakfast club	We did a survey and found that children in year 1 attend the least amount of clubs so we set up this	PE lead or other staff members to become upskilled by observing so no requirement of an external

<p>(Spring 1)</p> <p>-Introduce a change4life club for Reception children focusing on fun games. (Spring 2 – Did not happen due to coronavirus)</p> <p>-Bike it breakfast to promote children being active on the way to school.</p> <p>-Extra Curricular clubs</p>	<p>External coach to deliver.</p> <p>To purchase food for the breakfast. Fruits, cereal and toast.</p> <p>-Monday - Irish Dancing, rugby Wednesday – Girl’s football, hockey, games club and multi skills Thursday – Dance and Rising Stars Friday – Tae Kwondo, football</p>	<p>and 2 lessons every Thursday for the year.</p> <p>£60 per term = £120</p> <p>Lunch time dance club – £325</p> <p>Taekwondo club- £330</p> <p>Rugby club- We ask for £10 from the parents and we help pay towards the new club. (£500 for 30 hours)</p> <p>Thursday club – Part of £3,150 package</p>	<p>club for 6 weeks. The children really enjoyed it.</p> <p>The club in the past has been very popular and we hope to continue this club next year. It is a good way of involving children in reception in their first sports club.</p> <p>More children enjoy scooting or riding their bike to school.</p> <p>We have a lot of children that attend clubs and parents pay for the ones led by outside agencies. Lunch time clubs are paid for by school and we also contribute towards the rugby club.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <p>-Attitudes to learning improved- better concentration in lessons.</p>	<p>coach.</p> <p>PE lead to become upskilled by observing so no requirement of an external coach.</p> <p>-Continue to work with parents to increase the number of children who bike and scoot to school.</p> <p>We will continue the same clubs next year and hopefully introduce a few new sports to the children. We are going to contact Newcastle Eagles too about their basketball sessions.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				8%
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:
-Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport.	Achievements celebrated in assembly (results, trophies and certificates).	n/a	Pupils to celebrate achievements in PE. To understand what they are good at and appreciate that everyone has something to offer.	-SLT to continue assemblies raising the profile of the importance of celebrating PE and Sport.
-Work with Mrs Ginns to develop a strategic plan to make sure that PE is inclusive and to show progression.	Developmental support on a regular basis to support the PE subject leader to develop a strategic plan for PE & School Sport.	As part of the SLA £2,950	PE subject leader developed a strategic plan with Mrs Ginns.	PE subject leader will have the confidence and knowledge to develop a strategic plan the following year.
-Develop knowledge, skills and vocabulary in a broad range of sporting activities, as well as developing values and transferrable life skills such as fairness and respect.	Children participate in high quality PE lessons twice a week covering two different sports/skills a week.	n/a	PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities	Staff to become upskilled in continuing to teach a range of sports.
-Develop their confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.	To enable children to develop and explore physical skills with increasing control and co-ordination. Children are given the opportunity to practise skills in a variety of ways and each lesson builds upon previous skills, showing a good level of progression.	n/a	Children are provided with the skills and given opportunities to develop and demonstrate their skills and improvement to achieve their personal best.	Children to participate in more games and competitions demonstrating their skills.
-PE notice board to raise the profile of PE and Sport.	To enable children to see the range of sports and clubs offered and show their	n/a	Noticeboard to show the children through their enjoyment of sport.	To continue to update the noticeboard. To have room on the

	<p>achievements. To also show pictures from tournaments and sporting activities throughout the year.</p>			<p>notice board for celebrations of medals, trophies and certificates.</p>
<p>-PE assessments delivered by Newcastle PE and Sport Services.</p>	<p>A whole day of assessment carried out by an experienced team of professionals based on fundamental movement skills, linked to the KS1/2 national PE curriculum. Pupils assessed over 3 skills with 6 differentiated levels.</p>	<p>As part of SLA £2,950</p>	<p>Children are assessed and teachers are able to see their strengths and areas of focus.</p>	<p>PE lead and Mrs McArdle to continue to carry out the assessments. To carry them out three times a year to show progress.</p>
<p>-PE Booster sessions (These did not happen due to coronavirus)</p>	<p>Following on from the PE Assessments and data outcomes, this intervention targets the most able and least able pupils.</p>	<p>As part of SLA £2,950</p>	<p>Children will move at least 1 level after successfully completing a series of 6 x 1 hr booster sessions. Very able children will be directed towards a club.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <p>*Pupils are very proud to be part of assembly and noticeboards. *Children progress and grow in confidence.</p>	<p>PE lead to observe these sessions and become confident to be able to deliver PE booster sessions in the future.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21%
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:
-To upskill staff in ball skills (Lee Sterry), cricket (Northumberland Cricket), racket skills (Northumberland Tennis), rugby (Newcastle Falcons), dance (Leanne).	For staff to stay in each lesson and observe the coaching. Staff to become confident teaching PE and be able to follow their planning and notes for next year.	Dance (Did not happen due to coronavirus) Tennis - £225 Lee Sterry- £2250 (Rugby and cricket did not happen due to coronavirus)	Better subject knowledge for all staff and confidence is increased. Staff feel confident enough to teach dance next year using their planning. Staff have made notes alongside the planning to help them.	All staff should feel more confident to deliver PE and especially mini games/net and wall games as they will have planning to follow for next year.
-Playground and Lunchtime Supervisor training.	For staff to learn the skills required and understand the space available. Skills required and the importance of the role.	As part of the SLA £2,950	Staff learn how to zone the space outside and show an understanding of the space available. Staff can rotate activities and set up activities alongside playground leaders.	Baseline, Mid-year and end of year assessments on fundamental skills.
-Confident PE course for our NQT.	Recent qualified teachers or teachers lacking basic confidence to plan and deliver a PE lesson.	As part of the SLA £2,950	Miss Charlton learnt a lot on her course and now feels more confident teaching PE.	Miss Charlton now feels confident to teach and will gain knowledge and experience.
-To continue to use Rising Stars planning	For staff to follow the planning and	n/a	Staff have said that they find Rising	The planning is ours now so we

for all staff. -To improve progress and achievement of all pupils. -CPD for staff including whole staff training for 2 hours.	deliver lessons showing progression. For staff to observe baseline assessments and then have the confidence and knowledge to reassess their children in the summer term. Mrs Ginns supplied structured lesson plans and delivery on a Team Teaching basis so that teaching staff could develop their confidence and competence to deliver high quality PE.	n/a £3,150 for the whole year including PE Booster Breakfast club.	Stars easy to follow and the videos are great to help with delivery of lessons. Staff observed Newcastle PE and Sport Service assessing each child and they now feel confident to be able to do this. Staff really benefited from the CPD from Mrs Ginns and now feel confident to be able to deliver these lessons next year. WIDER IMPACT AS A RESULT OF ABOVE *Skills, knowledge and understanding of both staff and pupils are increased.	will be able to follow this each year. Staff feel confident that they could assess their class on the fundamental skills. Staff are confident to use Mrs Ginns planning next year with their extra notes that they made from this year.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	11%

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?:
Additional achievements: -Continue to offer a wide range of activities within and outside the curriculum. <ul style="list-style-type: none"> To introduce rugby to year 1, 2, 3 and 4. (Did not happen due to coronavirus) To start an after school rugby 	To upskill staff and to employ external coaches to deliver a range of sporting activities.	Games- As part of £3,150 package. (Year 2 and 3 did not receive these sessions due to coronavirus)	-External coach to deliver a club for year 4 girls focusing on their chosen activities. -Cricket has been very successful in previous years for Year 2 and 3 but we did not get to do it this year due
			Sustainability and suggested next steps:
			-Staff will be more confident to deliver activities. -Staff to be upskilled and have planning and activities to be able to have more confidence to teach

<p>club.</p> <ul style="list-style-type: none"> To introduce cricket to Year 2 and 3. (Did not happen due to coronavirus) Reception to learn dance and yoga. Dance for all year groups offered as a club. 		<p>Rugby- £500 per 30 hours. (Parents pay £10 contribution)</p> <p>Cricket- Did not happen due to coronavirus.</p>	<p>to coronavirus. The intention is for children to join their club.</p> <p>Dance for Reception has been very successful and the children have loved it and got so much out of it. We would like to continue it next year.</p>	<p>cricket next year on their own.</p> <p>We will continue with dance next year but if the money was to go then we could use our dance planning during lessons to teach dance routines.</p>
<p>-To promote physical activity with year 4 girls.</p>	<p>We found that girls in Year 4 become less interested in PE so our aim is to increase participation and enjoyment in PE within Year 4. We aim to do this by offering a club</p>	<p>As part of £3,150 package.</p>	<p>This club has been so popular with our girls and really helped to keep them involved in sport.</p>	<p>PE leader has observed some sessions and feels confident to be able to deliver this club in the future.</p>
<p>-Focus on children who do not attend any clubs in or outside of school. (Change4life)</p>	<p>We did a survey and asked children who do not attend any clubs and then started a club for those children for 6 weeks.</p>	<p>As part of £3,150 package.</p>	<p>This club was popular for the children who did not attend clubs and we found that some of these children actually started a new club after this one. It helped them with their confidence whilst developing skills.</p>	<p>PE leader has observed some sessions and feels confident to be able to deliver this club in the future.</p>
<p>-Healthy Active Lifestyle events</p>	<p>These festivals are for whole classes and cater for less traditional activities and are based on encouraging more young people to become more active, we never keep scores at these festivals but reward pupils based on the values of Team work, Determination, Passion, Respect, Honesty and Self-Belief.</p>	<p>As part of £3,150 package</p>	<p>Unfortunately, we did not attend any events as the ones we had booked were cancelled due to coronavirus.</p>	<p>We could pay for the events in the future and hold events within the Gosforth Trust.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
-Engage more girls in competitions such as a girl's football tournament. (Did not happen due to coronavirus)	Paying staff or external sports coaches to run competitions, or to increase pupils' participation in school games competitions.	n/a due to coronavirus	Increased pupil participation and improve positive attitude to health and wellbeing.	-To take part in more competitions next year with a focus on hockey, gymnastics, dance and football.
-Year 2 and 4 Skipping festival (Did not happen due to coronavirus)	Children to attend the skipping festival showing all of their skills that they have enjoyed learning.	n/a due to coronavirus	By increasing participation in sport this means that we create clearer talent pathways and ensure strong, sustainable, effective links to Trust and LA activities/events.	To attend the skipping festival next year for Year 2 and 4.
-Gosforth Gets Going events such as basketball, curling and yoga.	Gosforth Gets Going to offer competitive events for children to attend.	n/a due to coronavirus	We attended many events last year and the children really enjoyed themselves and we would love to attend more next year.	For children to attend a wide range of sporting events.
-SCHOOL 500 Games (Did not happen due to coronavirus)	The games offers a series of competitive events.	n/a due to coronavirus	We attended the School 500 Games last year – Multi skills, rugby, football and girl's football.	To attend as many events as we can next year at the school 500 games.
Year 4 squash taster session.	Opportunity for children to take part in extracurricular activities and be involved in competition.	£50	Year 4 attended this squash taster session as an introduction to the sport.	To look at the possibility of a club for squash.
Lee Sterry Football Tournament.	Boys and Girls in Year 4 attended this event and had a brilliant time. It was competitive against schools in the Gosforth Trust.	£100	This is a brilliant event and so inclusive. Children enjoyed the competitive side to the event.	To attend more football events within the Gosforth Trust.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Kate Parker
Date:	16 th July 2020
Governor:	
Date:	