

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

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	£7,660
Total amount allocated for 2020/21	£18,290
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4,144.76
Total amount allocated for 2021/22	£18,290
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,434.76

Swimming Data

Please report on your Swimming Data below.

<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 then 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>	n/a
<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> <p>Please see note above</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> <p>Please see note above</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

<ul style="list-style-type: none"> - Implement active break times using play equipment and playing games with the Playground Leaders. - Ensure lunchtime clubs and breakfast clubs meet the needs of the children. - Bike it breakfast to promote children being active on the 	<ul style="list-style-type: none"> - Purchase a variety of equipment to use during break and lunch and allocate appropriate area for these activities to take place. - Ensure that breakfast and lunchtime club sessions are fun, challenging and engaging for children of all abilities, - To purchase food for the breakfast. Fruits, cereal and toast. 	<p>£937.29</p> <p>n/a</p>	<p>they enjoyed it and learnt so much. Year 1 – 72% felt confident playing rugby and 100% of Year 1 felt that they made good progress in athletics. Year 2- 63% felt confident playing tennis. Year 3 – 93% felt confident playing ball games. Year 4 – 86% felt confident playing rugby.</p> <p>More pupils taking part in 30 minutes of exercise during lunchtime due to the number of activities.</p> <p>Lunch time clubs did not happen due to Covid and the use of hall space until we delivered a football club in the final summer term to Year 4. (on the field)</p> <p>More children enjoy scooting or riding their bike to school.</p>	<p>Continue to use the equipment every playtime and the play leaders could teach other children games to play.</p> <p>To make sure that there are a range of lunch time clubs during the week for all children to access on certain days.</p> <p>To continue to provide bike it breakfasts and ask for a small</p>
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way to school.				donation from parents.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 24%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport. - Work with Mrs Ginns to develop a strategic plan to make sure that PE is inclusive and to show progression. - 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. 	<p>Achievements celebrated in assembly (results, trophies and certificates).</p> <p>Developmental support on a regular basis to support the PE subject leader to develop a strategic plan for PE & School Sport.</p> <p>Children participate in high quality PE lessons twice a week covering two different sports/skills a week.</p>	<p>n/a</p> <p>Part of SLA package £610.00</p> <p>n/a</p>	<p>Pupils celebrated their achievements in PE and understood what they are good at and appreciate that everyone has something to offer.</p> <p>PE subject leader developed a strategic plan with Mrs Ginns.</p> <p>PE curriculum is progressive and allowed children to develop fundamental skills and apply them to a variety of sports and activities</p>	<p>SLT to continue assemblies raising the profile of the importance of celebrating PE and Sport.</p> <p>PE subject leader will have the confidence and knowledge to develop a strategic plan the following year.</p> <p>Staff to become upskilled in continuing to teach a range of sports.</p>

<ul style="list-style-type: none"> - Develop their confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. 	<p>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.</p>	<p>n/a</p>	<p>Children were provided with the skills and given opportunities to develop and demonstrate their skills and improvement to achieve their personal best.</p>	<p>Children to participate in more games and competitions demonstrating their skills.</p>
<ul style="list-style-type: none"> - Continue Improve and knowledge of how to enhance the profile and teaching of PE across the school. 	<p>Buy into SLA PE and Sports Service</p>	<p>£1,895</p>	<p>Regular meetings between the PE coordinator and SLA service.</p>	<p>To continue to purchase parts of the SLA package.</p>
<ul style="list-style-type: none"> - To purchase new PE equipment to help with the delivery of high quality PE lessons using high quality resources. 	<p>Children to participate in lessons using high quality resources and all children able to join in as enough equipment for everyone.</p>	<p>£954.12</p>	<p>Teachers delivered high quality lessons and felt confident using the resources. All children could engage and take part as there was enough resources for everyone.</p>	<p>Equipment can be used next year and replenished when needed.</p>
<ul style="list-style-type: none"> - To raise the profile of sport at school and for staff to teach outside in all weather. 	<p>To purchase tshirt, hoody and fleeces for all staff so they can teach PE outside and attend events wearing school kit.</p>	<p>£883.83</p>	<p>All staff felt confident to teach PE outside.</p>	<p>Staff to wear kit next year and purchase own kit when needed.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				39%
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:
<ul style="list-style-type: none"> - Continue to ensure staff deliver PE and receive CPD 	<p>Staff confidence survey to find out what areas staff are confident in and which areas they would like to develop their skills.</p> <p>Engage with organisations that deliver PE sessions to discuss staff CPD.</p> <p>Monitoring of PE lessons.</p>		<p>It came out that staff felt confident teaching ball skills and games. Staff felt less confident teaching gymnastics and dance.</p>	<p>CPD on gymnastics and dance for all staff to help with confidence and delivery of lessons.</p>
<ul style="list-style-type: none"> - To upskill staff in gymnastics, ball games and ball skills (Grassroots) 	<p>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.</p>	£6,080 (whole year x 3 year groups)	<p>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.</p>	<p>Staff should feel more confident to deliver PE and especially gymnastics and ball games as they will have planning to follow for next year.</p>
<ul style="list-style-type: none"> - To upskill staff in dance (Leanne) and rugby (Newcastle Falcons). 	<p>For staff to learn the skills required and understand the space available. Skills required and the importance of the role.</p>	<p>Dance - £300</p> <p>Falcons - £550</p>	<p>Staff feel more confident to use the planning to teach dance and rugby next year. They learnt a lot from the lessons and the children developed their skills.</p>	<p>Staff feel more confident to teach dance and rugby next year.</p>

<ul style="list-style-type: none"> - Playground and Lunchtime Supervisor training. 	<p>For staff and children to learn new games for children to teach other children.</p>	<p>£290</p>	<p>Playground leaders was very successful although this year our playtimes have been in class bubbles.</p>	<p>Staff can teach the playground leaders on what to do to be a leader and how to teach games to other children.</p>
<ul style="list-style-type: none"> - To improve progress and achievement of all pupils. 	<p>For staff to observe baseline assessments and then have the confidence and knowledge to reassess their children in the summer term.</p>		<p>Staff observed Newcastle PE and Sport Service assessing each child and they now feel confident to be able to do this.</p>	<p>Staff feel confident that they could assess their class on the fundamental skills.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
13%

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>Sustainability and suggested next steps:</p>
<p>Additional achievements:</p> <p>Continue to offer a wide range of activities within and outside the curriculum.</p> <ul style="list-style-type: none"> • To introduce rugby to year 1, and year 4 • To introduce ball hockey to the whole school (EYFS – Year 4) • Ball skills, games and Gymnastics for Year 2, 3 and 4. • To introduce lacrosse to the whole school (EYFS – Year 4) 	<p>To upskill staff and to employ external coaches to deliver a range of sporting activities.</p> <p>To offer a wide range of sporting opportunities to the children.</p> <p>Introduce new sports to the children such as lacrosse and ball hockey. (Sports that the children may never have played before)</p>	<p>Included in Indicator 1 (£750 PE month)</p> <p>£550 Rugby</p> <p>Included in Key Indicator 3 (£300 Dance)</p>	<p>Rugby has been very popular with the children and they have learnt a lot of new skills. Many children were new to the sport and have shown an interest in joining rugby outside of school.</p> <p>Ball Hockey – Children learnt new skills and showed a great interest in wanting to play. Many children asked about how to join a club.</p>	<p>Staff are more confident to deliver activities using their knowledge and experience.</p> <p>Staff feel upskilled and have planning and activities to be able to have more confident to teach rugby, ball games, ball skills and gymnastics next year on their own.</p>

<ul style="list-style-type: none"> • Whole school cricket day (EYFS – Year 4) • Whole school rugby day (EYFS – Year 4) • Cancer Run • Football club • Dance City Project Year 4 • Skip into Summer Project (Whole school) • To start an after-school rugby club. (Did not happen due to coronavirus) • To introduce cricket to Year 2 and 3. (Did not happen due to coronavirus) • Reception and Year 1 to learn dance and yoga. (Yoga did not happen due to coronavirus) • Dance for all year groups offered as a club. (Did not happen due to coronavirus) 	<p>To take part in a dance project with Dance City and raise our profile in dance.</p>	<p>Skip into Summer £400</p> <p>£1,500</p>	<p>Dance has been very successful and the children have loved it and have learnt many new skills. We would love to continue dance next year.</p> <p>Cricket has been very successful in previous years for Year 2 and 3 but we did not get to do it this year due to coronavirus. The intention is for children to join their club. The whole school enjoyed one session of cricket as part of our sports month.</p> <p>Grassroots has been very successful for Year 2, 3 and 4. The children have learnt a lot of skills and the staff feel confident to teach those areas next year using the planning.</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>Teachers feel confident to deliver lessons next year using their knowledge and experience gained. Teachers can use their planning given to teach next year.</p>
<ul style="list-style-type: none"> • Healthy Active Lifestyle Events 	<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</p>	<p>Included in Indicator 2(Part of SLA £610)</p>	<p>The children really enjoyed these sessions. Year 2, 3 and 4 took part in activities at school.</p>	<p>We could deliver events as part of Gosforth Gets Going rather than paying for external coach.</p>

<ul style="list-style-type: none"> Refresh the extra-curricular sports clubs offered to children based on feedback from student questionnaire. (Ready for September) 	<p>on the values of Team work, Determination, Passion, Respect, Honesty and Self-Belief.</p> <p>Engage student voice through questionnaire. Develop extra-curricular clubs.</p>		<p>New clubs to let children take part in different types of exercise and include all children of different abilities.</p>	<p>Teachers could deliver clubs or parents could pay for the extra-curricular club.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
-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	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	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. (Did not happen due to coronavirus)	Gosforth Gets Going to offer competitive events for children to attend.	n/a	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	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.
Lee Sterry Football Tournament. (Did not happen due to coronavirus)	Boys and Girls in Year 4 attended this event and had a brilliant time. It was competitive against schools in the Gosforth Trust.	n/a	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:	<i>R. Evans</i>
Date:	27.07.21
Subject Leader:	K Parker
Date:	27.07.2021
Governor:	Z. Hunt
Date:	July 2021