

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"> Held the gold school games mark for two consecutive years. We have a good level participation in extra-curricular sports clubs (KS2). Many intra-school sports opportunities (extra-curricular and whole school events). Participation in cluster and local authority (inter-school) competitions We have several club and community links (football, taekwondo, cricket, tennis, Irish dancing, karate) 	<ul style="list-style-type: none"> More outdoor adventurous activities needed around school. Create more competition in school between classes due to lack of inter-school competition during pandemic. Improve the use of PE hours to ensure more time is active. Create more active lessons across the curriculum Improve teachers knowledge of well-being sports like Yoga to account for those children who are more likely to participate in non-competitive sports.

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>	96% 29/30 Children
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	96% 29/30 children
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
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 (DUE to COVID restrictions)

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: £17,780 allocation + £5,723 carried forward		Date Updated: 30 July 2021	
Key indicator 1: The engagement of all 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:
					%
Intent	Implementation		Impact		40.96
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:
Create more active lessons across the school day to allow for physical activity in all lessons across the curriculum.	Instillation of cross curricular orienteering course on the school yard to make other curricular lessons and lunch times more active.	£1,908.00	Pupils now have access to OAA sports in school. They can access an orienteering course in both PE and lunch times as well as other curriculum areas.		This scheme will be used as part of our PE schemes to be used an developed over each year group.
To re-establish Daily mile in school after lockdowns and time away from school.	Reintroduce Daily mile 1-1.15pm for KS2 and afternoon break for KS1.	£0	Pupils have increased their fitness levels and know the importance of keeping active every day		Now a timetabled part of school life. Continue to promote daily exercise and running in every day school life as part of 60 active minutes a day.
To supply high quality PE Lessons and lunch time sports clubs	Use of specialist PE coach (AS) to cover PE sessions and on yard sports sessions over lunch time	£7718	Pupils have access to regular sport and competition led by a high-quality sports coach during their break times		As a permanent member of staff, AS is embedding the need for sport an exercise as routine during our every day lunch times.
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	17.64
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:
All Children across Key Stage 1 and 2 to have 2 session of PE per week (120 minutes) timetabled.	<ul style="list-style-type: none"> Hall timetable allows for 2 sessions per week per class Investing in school sports jumpers (1 per child) to eliminate the time used changing into PE kit allowing for the full hour session to be used for activity. 	£2296.91	Pupils now have a set uniform for PE days which means they no longer waste crucial PE time getting changed and can now allocate the full 2 hours to keeping active.	The new PE uniform is now embedded in our school rules and policies and will continue to be going forward.
PE lessons to be resourced with safe equipment that is fit for purpose and fits with our current school PE scheme.	<ul style="list-style-type: none"> Purchase of brand new resources such as – stopwatches, soft balls, wobble board, timers, beanbags. (orienteering equipment already referenced in key factor 1) Yoga mats (ref indicator 3) 	£1500	Pupils are able to fully access the Real PE scheme which focuses on many basic skills such as balancing and personal best challenges now that they have up to date equipment to practice these skills with.	Up to date equipment will now be added to our school resources to be regularly used in lessons and active lunch times. To do: Create a 'active prize box' using some of the new equipment to award to the most active classes in school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	6.74
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 knowledge and teaching of Yoga to create alternative active sessions without outside coaching creating benefits for all children including SEN and those less active.	Purchase of new scheme and staff training from Yoga at school to run alongside current PE scheme. (planned for Summer 2021)	£1585	Children now have access to yoga as part of their PE curriculum. They now have calming & relaxation techniques in that can be used to target a child's mental health as well as their physical health.	The scheme is now built into our current PE scheme and highly effective with children on the Autism Spectrum and with children who have a wide range of related needs including ADHD, sensory disorders and behavioural problems. Meaning our PE curriculum is even more inclusive.
Improve staff knowledge of active lessons across the curriculum.	Staff training on use of new cross curricular orienteering course to take place online (Feb 2021).	(funding listed in key indicator 1)	(see indicator 1)	Teachers are now confident and competent in delivering our new cross curricular scheme.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	37.44
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:

Additional achievements: Access to a broad calendar of intra and inter-school sporting opportunities	Invest in Gateshead School Sports Partnership Premium Service Level Agreement. Map out, termly, which year groups will access sporting opportunities based on the calendar of events. (when restrictions allow) Transport costs	£3000	Children were able to access a wide range of online and digital sporting events and compete against other schools during PE sessions/after school clubs. (would usually attend events)	Builds a resilience and competitive aspect to our sporting curriculum for children to take forward with them. They are well rounded and experienced sports people.
Utilise sports coaches, volunteers or other providers to support school sport and offers a range of activities.	Employ coaches from Newcastle United to deliver part of the PE curriculum including visits to a sporting venue (St James), family learning, after school club and classroom-based lessons on (unable to go ahead due to COVID)healthy eating/heart start/match fit.	£5000 (price to be edited due to some of the package not going ahead with current guidelines)	Children have experienced a broad range of sports and activities taught by highly trained professionals from a well-known sporting club. The scheme allowed many girls (who usually wouldn't) to access football as part of the curriculum.	Children's enthusiasm and excitement at the chance to work with one of the biggest sporting clubs in the area embeds a love and want for sport. Many more girls in school have now become part of out of school football teams. Teachers always part take in the lesson which provides CPD and ideas to take forward to own lessons Rearrange: Visits and family learning for next year
To access a whole school sporting competition/event	Employ Gateshead SSP staff to run an inclusive sports day for all members of our school.	£800	Pupils were able to take part in a competitive sports day which felt like a 'real event' while we were unable to mix with other schools due to COVID. They were able to be part of a team, compete and experience a sporting event	SSP staff have laid foundations for a sports day with a mix of both competitive and fun events. Our staff have taken away experience and ideas to plan a more improved sports day in the future.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	4.04
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:
Aim for all KS1 classes to attend at least one inter school event and all KS2 to attend 2 events to compete against children from other schools	Invest in Gateshead School Sports Partnership Premium Service Level Agreement. Map out, termly, which year groups will access sporting opportunities based on the calendar of events. (when restrictions allow)	(funding listed in key factor 4)	Due to COVID restrictions classes were unable to leave school and events were not run in person. All classes did however, take part in at least one digital event. Children were able to access a wide range of online and digital sporting events and compete against other schools during PE sessions/after school clubs. (would usually attend events)	Builds a resilience and competitive aspect to our sporting curriculum for children to take forward with them. They are well rounded and experienced sports people.
Create more opportunity for intra-school competition between classes and year groups.	Invest in a class set of 'fitbit' like step counters to create competition between classes for 'most steps in a day.'	£950	Due to COVID restrictions/ bubbles equipment could not be passed between classes. We aim to put this purchase/activity into place next academic year with the loosening of restrictions.	
Continue with active lunch times creating a range of sporting activities and competitions as well as ensuring each class compete in a class competition at the end of each unit of PE.	AS to continue to run intra -school competitions in a range of sports over the school year for all year groups.	£0	Pupils have access to regular sport and competition led by a high-quality sports coach during their break times Each class have a competitive element to their PE curriculum as	As a permanent member of staff, AS is embedding the need for sport an exercise as routine during our everyday lunch times.

			a chance to showcase the skills they have learnt over each module	
Position 'personal challenge' as a key component of the school's PE and School Sport provision	Children compete for their own PB in a challenge at the start and end of each PE unit using REAL PE scheme.	£0	Children are keen to improve and get better at what they are practicing each week. They know that they can be 'their personal best' without being better than others.	Embedded in the Clover Hill PE curriculum. Children are robust, enthusiastic and determined to improve and get better. The repetition of these skills builds in the 'long term memory aspect of PE'

Signed off by	
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