



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 2021. 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 2021	Areas for further improvement and baseline evidence of need:
<p>All children receive 2 hours of PE a week Pupil premium engagement in extra sport activities Targeted activities for SEND and PP children with the Newcastle Sports Federation Participation in level 1,2 and 3 competitions Additional trips to sports venues and with local sports clubs Enthusiastic young sports leaders Retained the Gold Primary Games Award Wide range of sports based extra-curricular clubs – both competitive and for fun</p>	<p>Establish a sports council Pupil voice used to support PE development Continue to increase attendance at sport clubs Maintain the Gold PE Award Make cross curricular links in PE to aspects of healthy living Continue to develop pupil’s own reflections of their performance and skills Extend parental involvement with PE initiatives through the use of active PE bags and challenge activities Further develop coordinators skills in monitoring PE lessons via lesson observations and learning walks. Continue to extend the range of sports opportunities available to all students</p>

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? 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>% Swimming lessons cancelled due to covid restrictions Parents reported 65%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>% unknown</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>% unknown</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?

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: 2020/21		Total fund allocated: £16000		Date Updated:	
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:
					%
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:
Apply for the Primary Games Mark and successfully review and evaluated the quality of PE and Sport in school.	<p>Liaised with Carl Inskip re: the application process for support. Worked with allocated consultant to undertake in depth self-review - very effective.</p> <p>Completed form and arranged validation visit</p> <p>Various opportunities are available to the children to engage in activities to stay healthy and active. Possibly included our Daily Mile competition, Sports week which includes Virtual Sports challenges each day. Regular challenges sent out on social media from School Games activities to daily workouts.</p>		£1000	<p>Virtual sports challenges completed in lieu of activities within school during Including gold, cross country and athletics</p> <p>Also introduced 'race to the Olympics' challenge.</p> <p>Sports Day able to take place but not parental spectators</p>	<p>Aim to maintain a mix of virtual and face to face activities as covid restrictions lift.</p> <p>Re-introduce sports days with spectators as allowed.</p> <p>Remain part of the Newcastle Schools Partnership and compete in activities</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:
Playmakers - Children to be trained for the Play-makers certificate – enabling them to lead sporting sessions during lunchtimes for the other children. Inspire children to have a continued positive attitude towards PE and Sport via use in other curriculum areas.	<p>Access the SCFC Primary Stars Programme - sports coach Wayne Allerton led the group.</p> <p>New specialised equipment in specific sports to help engage children in different physical activities e.g music for dance opportunities, lessons during Culture week etc</p> <p>Children to experience practical sport activities in other curricular lessons. (KS1 practical maths, KS2 English project)</p> <p>Staff to attend the PE conference for training and ideas if possible.</p>	<p>£2000 Stoke costs (total)</p> <p>£3000</p> <p>£3000</p>	<p>Due to covid restrictions, children have been unable to mix across playgrounds as previously.</p> <p>Instead challenges placed on both playgrounds to encourage participation in different activities and self challenge.</p> <p>Children complete different activities and link home / school when virtual attendance was regulatory e.g scavenger hunts</p>	<p>Continue with playmakers training and playground leaders as restrictions allow</p> <p>Include use of practical activities in assemblies e.g whole school warm ups</p> <p>Times tables challenges etc</p> <p>Use practical games in maths and other subjects where possible so lessons are not static.</p> <p>PE conference was virtual</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:
Join afPE (School Membership) to ensure access to specialist and expert support, thus keeping the school fully up to date.	Accessed membership information on afPE website	Apfe membership cost is £95	Use Apfe membership to support guidance and opportunities	Retain Apfe membership
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:
Review the PE curriculum content and coverage. With support of Coaches, identify areas for improvement and specific focus across school. Ensure that there is a good range of sporting clubs resulting in positive outcomes in pupil participation.	PE lead to meet with Rebecca Spencer to audit curriculum coverage and opportunities in after school provision and identify possible future lesson content, clubs and activities.	£800	Teaching staff to take over teaching PE in the curriculum for 2021. PE to investigate change of curriculum programme to support staff with their new roles. Sporting clubs restricted due to covid. Virtual element increased.	Teaching staff to take over from coaching company for September 2021 Look at reintroducing wide range of sporting clubs when restrictions allow

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>Join as members of the Newcastle Sports Federation. Participate in competitions (including virtual competitions) at different levels.</p> <p>Ensure that there is a good range of sporting clubs resulting in positive outcomes in competitions.</p> <p>PP funded children to have free access to Sporting activities.</p>	<p>Become members through Carl Inskip and access all opportunities available.</p> <p>Offer a range of after school clubs linked to competitions within School Games events. Ensure that attendance is registered and children are given opportunity to represent Hassell.</p>	<p>£250</p> <p>£5000 + additional to support individual children</p>	<p>Continued membership of the NSF has enabled the children to participate in virtual sports activities when restrictions wouldn't allow face to face events.</p> <p>Internal 'bubble' competitions and activities have been completed.</p> <p>Also self challenge activities for individuals</p> <p>Payment for 'fun' sports clubs to enable access for all.</p>	<p>Continue with membership into 2021- 2022</p> <p>Participate in competitive sports as available including football, tag rugby, sport for all.</p> <p>Offer sports clubs from a range of sources when possible to do so.</p>

Signed off by	
Head Teacher:	Kirsty Broome
Date:	6 th July 2020
Subject Leader:	J Pokora
Date:	6 th July 2020
Governor:	Finance committee
Date:	6 th July 2020