

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

# Commissioned by



Department for Education

# Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$ 

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

Schools are required to <u>publish details</u> 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 <u>HERE</u>.

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### **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**

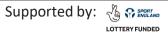
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	n/a
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.  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	
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.  Please see note above	n/a
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	n/a
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	n/a
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No













### **Action Plan and Budget Tracking**

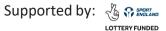
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: £18,290	Date Updated:	27.07.2021		
_	<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that				
primary school pupils undertake at le	ast 30 minutes of physical activity a c	day in school		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?:	Sustainability and suggested next steps:	
<ul> <li>Identify and train and new cohort of playground leaders to run activities in the school yard at break and lunchtimes.</li> <li>To ensure that all children have access to high quality PE</li> </ul>		Part of SLA package £290.00	More children are learning new games and continuing to play games with and without the play leaders.  Teachers and Grassroots are teaching lessons to ensure that	More children have experience teaching younger children to play games. Children learn new games to be able to play on their own with their friends.  Teachers are more experienced to deliver high quality lessons	
both during lessons and in extra curricular clubs.			the children are receiving 2 hours a week. Children learnt new skills and developed their confidence.	_	
- To introduce a range of sporting opportunities to the whole school.	<ul> <li>For children to have the opportunity to take part in a range of different sporting opportunities.</li> <li>Many sports that they may not have played before.</li> </ul>	(rugby, cricket, ball hockey, lacrosse, tennis	All pupils were really engaged in the extra PE sessions as part of our sports month. Lacrosse was very popular and many children had never played it or even heard of it before. Rugby was very popular and many children asked about joining a club as	Continue to provide a range of sporting opportunities for the whole school.	













				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.	
-	Implement active break times using play equipment and playing games with the Playground Leaders.	<ul> <li>Purchase a variety of equipment to use during break and lunch and allocate appropriate area for these activities to take place.</li> </ul>	£937.29	More pupils taking partin 30 minutes of exercise during lunchtime due to the number of activities.	Continue to use the equipment every playtime and the play leaders could teach other children games to play.
-	Ensure lunchtime clubs and breakfast clubs meet the needs of the children.	<ul> <li>Ensure that breakfast and lunchtime club sessions are fun, challenging and engaging for children of all abilities,</li> </ul>		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)	To make sure that there are a range of lunch time clubs during the week for all children to access on certain days.
-	Bike it breakfast to promote children being active on the	- To purchase food for the breakfast. Fruits, cereal and toast.		More children enjoy scooting or riding their bike to school.	To continue to provide bike it breakfasts and ask for a small













way to school.				donation from parents.
<b>Key indicator 2:</b> The profile of PESSPA	T	ool for whole sch	· -	Percentage of total allocation: 24%
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:	Implementation  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:
, , ,	Achievements celebrated in assembly (results, trophies and certificates).		Pupils celebrated their achievements in PE and understood 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.
develop a strategic plan to make sure that PE is inclusive	1		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.
<ul> <li>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.</li> </ul>	Children participate in high quality PE lessons twice a week covering two different sports/skills a week.		allowed children to develop	Staff to become upskilled in continuing to teach a range of sports.













tolerence and the appreciation of their own and others' strengths and weaknesses.	explore physical skills with		skills and given opportunities to	Children to participate in more games and competitions demonstrating their skills.
- Continue Improve and knowledgeof howto enhance the profile and teaching of PE across the school.	Buy into SLA PE and Sports Service	£1,895	Regularmeetings between the PE coordinator and SLA service.	To continue to purchase parts of the SLA package.
equipment to help with the delivery of high quality PE	Children to participate in lessons using high quality resources and all children able to join in as enough equipment for everyone.		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.	Equipment can be used next year and replenished when needed.
outside in all weather.	To purchase tshirt, hoody and fleeces for all staff so they can teach PE outside and attend events wearing school kit.		DUISIDE	Staff to wear kit next year and purchase own kit when needed.









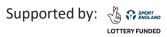


<b>Yey indicator 3:</b> Increased confidence	, knowledge and skills of all staff in t	eaching PE and sp	port	Percentage of total allocation
				39%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and 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:
- Continue to ensure staff deliver PE and receive CPD	Staff confidence survey to find out what areas staff are confident in and which areas they would like to develop their skills. Engage with organisations that deliver PE sessions to discuss staff CPD. Monitoring of PE lessons.		It came out that staff felt confident teaching ball skills and games. Staff felt less confident teaching gymnastics and dance.	CPD on gymnastics and dance for all staff to help with confidence and delivery of lessons.
<ul> <li>To upskill staff in gymnastics, ball games and ball skills (Grassroots)</li> </ul>		£6,080 (whole year x 3 year groups)	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.	Staff should feel more confident to deliver PE and especially gymnastics and balgames as they will have planning to follow for next year.
<ul> <li>To upskill staff in dance (Leanne) and rugby (Newcastle Falcons).</li> </ul>	For staff to learn the skills required and understand the space available. Skills required and the importance of the role.	Dance - £300 Falcons - £550	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.	Staff feel more confident to teach dance and rugby next year.







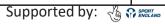






- Playground and Lunchtime Supervisor training.	For staff and children to learn new games for children to teach other children.		Playground leaders was very successful although this year our playtimes have been in class bubbles.	Staff can teach the playground leaders on what to do to be a leader and how to teach games to other children.
- To improve progress and achievement of all pupils.	For staff to observe baseline assessments and then have the confidence and knowledge to reassess their children in the summer term.		Sport Service assessing each child	Staff feel confident that they could assess their class on the fundamental skills.
Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils		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:
Additional achievements:  Continue to offer a wide range of activities within and outside the curriculum.  To introduce rugby to year 1, and year 4  To introduce ball hockey to the whole school (EYFS – Year 4)  Ball skills, games and	external coaches to deliver a range of sporting activities.  To offer a wide range of sporting opportunities to the children.	Indicator 1 (£750 PE month) £550 Rugby Included in Key Indicator 3 (£300 Dance)	the children and they have learnt a lot of new skills. Many children were new to the sport and have	skills and gymnastics next year











Whole school cricket day (EYFS)		Skip into		
– Year 4)		Summer		
Whole school rugby day (EYFS)		£400		
– Year 4)				
Cancer Run				
Football club		£1,500	· · · · · · · · · · · · · · · · · · ·	We will continue with dance
Dance City Project Year 4	with Dance City and raise our			next year but if the money was
Skip into Summer Project	profile in dance.		have learnt many new skills. We	to go then we could use our
(Whole school)			would love to continue dance next	dance planning during lessons
To start an after-school rugby			year.	to teach dance routines.
club. (Did not happen due to				
coronavirus)			Cricket has been very successful in	
To introduce cricket to Year 2			previous years for Year 2 and 3 but	Teachers feel confident to
and 3. (Did not happen due to			we did not get to do it this year	deliver lessons next year using
coronavirus)			due to coronavirus. The intention	their knowledge and
Reception and Year 1 to learn			is for children to join their club.	experience gained. Teachers
·			The whole school enjoyed one	can use their planning given to
dance and yoga. (Yoga did not				teach next year.
happen due to coronavirus)			sports month.	,
Dance for all year groups				
offered as a club. (Did not			Grassroots has been very	
happen due to coronavirus)			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.	
			circ planning.	
	  These festivals are for whole	Included in	The children really enjoyed these	   We could deliver events as
<ul> <li>Healthy Active Litestyle Events</li> </ul>			sessions. Year 2, 3 and 4 took part	
	classes and cater for less		in activities at school.	
	traditional activities and are based	UI SLA EDIU)		rather than paying for external
	on encouraging more young			coach.
	people to become more active, we			
	never keep scores at these			
	festivals but reward pupils based			
created by: Active Active	Supported by: (%)	SPORT UK	Marepople	
Physical Partnerships Education	TRUCT	ENGLAND UK COACHING	Managescale active Managescale	

	on the values of Team work, Determination, Passion, Respect, Honesty and Self-Belief.		Teachers could deliver clubs or
<ul> <li>Refresh the extra-curricular sports clubs offered to children based on feedback from student questionnaire. (Ready for September)</li> </ul>	Engage student voice through questionnaire.  Develop extra-curricular clubs.	New clubs to let children take part in different types of exercise and include all children of different abilities.	parents could pay for the extra-curricular club.













Key indicator 5: Increased participation	n 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:
-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	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 ( <b>Did not happen due to coronavirus</b> )	Children to attend the skipping festival showing all of their skills that they have enjoyed learning.	n/a	this means that we create clearer talent pathways and ensure	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,	To attend as many events as we can next year at the school 500 games.
•	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		To attend more football events within the Gosforth Trust.

Signed off by













Head Teacher:	Resource
Date:	27.07.21
Subject Leader:	K Parker
Date:	27.07.2021
Governor:	Z. Hunt
Date:	July 2021











