

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by



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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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Newcastle Foundation are now established within school and leading Early Years and KS2 PE sessions. Newcastle Foundation led PE sessions for Key Worker and Vulnerable children during the Spring Term school closure. Sycamore Class had 1 terms worth of extra problem solving sessions. UKS2 children returned to swimming in the summer term. All children in KS2 to have the opportunity to attend adventurous activity day. 	<ul style="list-style-type: none"> Further develop confidence and skills of class teachers in PE ensuring that all are able to provide high quality and physically demanding PE sessions. Broaden range of extra-curricular sports and activities offered to children across the school. Further develop opportunities for children to participate in competitive sports Target support in PE towards more vulnerable pupils and to those whose activity levels are lower Improve levels of physical activity during playtimes. Curriculum coverage reviewed and new structure established across school. Further develop programme of adventurous activities.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO *

Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £0	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
				£
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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 2021.	61%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	61%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	24%
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?	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: £18700	Date Updated: 25 th May 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers 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	9%
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"> Increased levels of fitness and activity. Greater engagement in physical activity amongst children. Greater structure to play activities in the playground. 	<ul style="list-style-type: none"> To provide the least active children with an extra physical education session each week led by Newcastle Foundation and supervised by HLTA. Raise the profile of Year 5 Sports and Playground leaders by giving them hoodies. Engage Year 5 Sports and Playground leaders in their role by providing them with training opportunities. Offer all extra-curricular sports clubs free of charge to all children to encourage participation. Purchase playground equipment to ensure that each class bubble has access. 	£1700	<ul style="list-style-type: none"> Extra 1 hour PE session focusing on problem solving team games for Sycamore Class each week during the Autumn term. Following the sessions, children were more engaged in lessons and were more resilient in class. Hoodies were ordered but as children were playing only in class bubbles until May 2021, they were not given out. Training Opportunities with our local School Games Organiser was initially pencilled in for January 2021 but was pushed back due to lockdown. Children played in class bubbles until May 2021 and then in phase bubbles. Playground leaders were therefore not able to fulfil their role. Training session to 	<ul style="list-style-type: none"> Continue to offer the least active children extra physical education sessions led by Newcastle United Foundation and school teaching staff to observe the sessions. Sports and Playground Leaders to be given hoodies when restrictions are released to raise their profile and on the yard / field. Observations of lunchtime and break times to reveal the activity level of children. Playground and Sports Leaders from Year 5 to support lunchtime staff and encourage younger children to participate in structured

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	<ul style="list-style-type: none"> Family learning sessions for a period of 6 weeks focus on health eating and exercise with Newcastle United Foundation. Spare sets of PE kit for each class so that all children can take part in PE lessons. Research and implement a Daily Mile approach to physical activity. 		<p>take place in Autumn 2021, restrictions allowing</p> <ul style="list-style-type: none"> No after school sports clubs have been offered this year due to COVID restrictions around the mixing of class bubbles. New playground equipment was purchased for each class bubble to ensure that all children had access to footballs, skipping ropes, balls and bats to encourage physical activity. Family learning sessions did not take place in Spring 2021 due to lockdown. It could not be rearranged due to staffing at Newcastle United Foundation. In line with our COVID-19 risk assessment, children came to school in their PE kits on the day of their PE session so no spare kit was needed in school. However, swimming kits were purchased for vulnerable children in years 5 and 6 so that those pupils could take part in their swimming lesson. All classes in KS2 now take part in the Daily Mile. Children are enthusiastic about their 15 minutes of daily exercise. It has been vital to get the children moving more after 2 lockdowns. The Whole School took part in Daily Mile day in April and 	<p>games.</p> <ul style="list-style-type: none"> Offer all extra-curricular sports clubs free of charge to all children to encourage participation. Introduce the Daily Mile approach to classes in KS1.
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			<p>parents were encouraged to walk to school.</p> <ul style="list-style-type: none"> As part of home learning, PE tasks were included for the children. 	
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	36%
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"> PE and Sport coordinator to oversee and coordinate whole school approach to PE and Sport. PE skills progression grid to be completed and shared with staff and coaches for use within lessons. Increased profile for PE and Sport around school. 	<ul style="list-style-type: none"> All Sports Club and sport club letters to be emailed home, competitions entered, school football team news to be reported on via school Facebook page and website. To provide a range of competitive and non-competitive sporting activities throughout the year between year groups and with other schools. PE skills progression grids shared with staff, Governors and external coaches. Family learning, active sessions for a period of 6 weeks focus on health eating and exercise with Newcastle United Foundation. To attend further competitions with the aim to qualify for the School 	£6700	<ul style="list-style-type: none"> Although there were no Sports Club held this year, PE information letters have been emailed home and information shared via the school website and Facebook page. This resulted in more parents engaging with the information they were receiving and therefore more children coming to school in the correct kit ready for their PE sessions. PE focused articles were written in the school newsletter. During lockdown, information about a local walking challenge run by our Active Northumberland was also shared with parents. Information about Daily Mile day was emailed to parents, 	<ul style="list-style-type: none"> Continue to share information with parents electronically. As soon as we are allowed, competitive sporting activities between schools will resume. Timetable competitive sporting activities between classes in LSKS2 and UKS2 at the end of a PE unit of work. Attend School Games competitions throughout the year 2021 – 2022 with the aim to qualify for the School Games finals. Newcastle Foundation booked for PE sessions for next academic year. All children in school to receive their specialised, skills based

	<p>Games finals.</p> <ul style="list-style-type: none"> Newcastle United Foundation booked for PE sessions this academic year. 		<p>encouraging them to walk to school.</p> <ul style="list-style-type: none"> No competitions were held this academic year between schools. However, all children were given the opportunity to participate in 'Olympic Days'. All children were encouraged to take part in the challenges at their own ability level to earn points for their castle. The Olympic days were run by our external coaches and built upon the skills that the children had been working on in their PE sessions. No School Games competitions were held this year. Newcastle United Foundation worked with Early Years, LKS2 and UKS2 on a weekly basis giving those children access to high quality, physical education provision. The sessions focused on the teaching of specific skills in PE which can be applied to sports games such as: football, cricket etc. All children were challenged at their own ability level and were given access to a greater variety of physical experiences. The children have really enjoyed their sessions have made considerable progress. Class teachers and HLTA observed the PE sessions and have been able to use ideas in their own PE lessons with 	<p>approach to PE.</p> <ul style="list-style-type: none"> Evaluate and develop 'Olympic Days' to include parents and community links.
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			greater confidence. Newcastle Foundation also worked with the Key Worker and Vulnerable children in school during lockdown thus giving them the opportunity to get active.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	2%
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"> Greater variety of activities experienced within lessons. Level of challenge in sessions increased. Staff to lead after school clubs. 	<ul style="list-style-type: none"> Focused teaching and development of key skills within PE lessons, led by a specialist coach from Newcastle United Foundation. Teachers to observe the teaching of these skills. Teaching staff to lead sports clubs. 	£300 (mostly covered in indicator 2)	<ul style="list-style-type: none"> No sports clubs were held this academic year due to COVID-19 restrictions. 	<ul style="list-style-type: none"> Newcastle Foundation to lead CPD for staff providing whole school improvement. Teaching staff to lead sports clubs when able to, building upon their CPD sessions.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				50%
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"> • Greater variety of activities experienced within lessons • To integrate adventurous sports into the KS2 curriculum. • All children in KS2 to have access to age appropriate, competitive sports. 	<ul style="list-style-type: none"> • Newcastle United Foundation booked to run PE sessions for Early Years and KS2. • Newcastle United Foundation to run weekly sessions for DA / least active children. • Cramlington Rockets booked for KS1 rugby and multi-skills PE sessions. • Joanne Burn booked for KS1 dance lessons. • Tom Vickers booked for KS2 cricket sessions during summer term. • Provide further opportunities for adventurous activities in KS2. • Bike ability offered to all children in UKS2. • Less competitive and least active children to attend healthy lifestyles events run by School Games. 	<p>£9400</p>	<ul style="list-style-type: none"> • All children in school (Rec – Year 6) had access to at least 1 PE lesson per week taught by a specialist sports coach. This meant that their learning and progress was accelerated in those lessons. They were then able to apply the skills they had learnt to other PE sessions. • All children in school had Forest School sessions in the Autumn term, which promoted team work and resilience upon returning to school after lockdown. • UKS2 visit to Allendale activity centre in July 2021. Children were given the opportunity to safely take risks, work as part of a team and develop their resilience. • LKS2 Clarty Commandos adventurous activity days June / July 2021. Children were given the opportunity to safely take risks, work as part of a team and develop their resilience. • KS1 ~ Beach school activity days. Aim of the days is to work as part of a team and develop resilience. • All children in UKS2 have had the opportunity to develop their cycling skills by completing their Bike Ability Level 1, 2 or 3. 	<ul style="list-style-type: none"> • Continue to develop links with local external coaches and clubs. • Increase the range of sports offered throughout the school. • Pupils in Year 5 to cycle more to school, using their knowledge from their Bike ability sessions. • Continue to develop our offering of adventurous activities in KS2.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	3%
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"> Broaden opportunities for children to compete against other others Increased levels of resilience and self-confidence Greater engagement amongst children who have not previously taken part in sports competitions. 	<ul style="list-style-type: none"> To provide a range of competitive and non-competitive sporting activities throughout the year between year groups and with other schools. Subscription to School Games and competition fees. Bus for competitions and football matches 	£600	<ul style="list-style-type: none"> No external competitive sports competitions were held this year. In PE lessons, mini competitions were held in bubbles at the end of each half term. Competitive Olympic Days were held in Early Years, KS1, LKS2 and UKS2 and had a focus on personal challenge as well as being competitive. 	<ul style="list-style-type: none"> As soon as possible, children given the opportunity to compete in competitive sports again.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Katie Moffet
Date:	5 th July 2021
Governor:	
Date:	