

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](https://www.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"> Continued PE coach at lunchtimes and playtimes, providing high quality sessions and rich CPD for support staff as well as increased levels of activity and equipment introduced to lunchtimes Enhanced profile for PE and Sports around school through PE noticeboard and social media (Twitter and website). School teams celebrated huge success in a range of sports including basketball, cross country, netball and football. During Covid-19 lockdown, frequent communication with children and parents, providing sporting challenges and activities to children. 	<p>Key areas of focus:</p> <ul style="list-style-type: none"> Use of Newcastle SSP SLA additional time purchased for PE curriculum developments and subject leader development. Development of whole school PE curriculum and assessment presented with rationale and road map; lesson plans updated for each year group. Purchase of Newcastle School Sports Partnership (SLA) allowing access to national competitions and festivals – covering financial year April 2020 – April 2021. Audit and purchase of new equipment and storage to support development of sport and PE in addition to making appropriate arrangements for keeping COVID-19 bubbles consistent (additional equipment required). Comprehensive assessment carried out of all children in KS1 and KS2 beginning and end of every PE block and CPD to support this for quality-first teaching. Development of competitive activities and opportunities for KS1 and KS2.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? [Yes](#)

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 received: £17170	Total fund carried over: £8735.28	Date Updated: Autumn 2020	
What Key indicator(s) are you going to focus on? 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 ³				Total Carry Over Funding: £8735.28
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?:
Increase the number of children participating in daily physical activity.	EYFS- Purchase climbing and outdoor resources or EYFS children to address gross motor provision KS1 & 2- Purchase new playground resources to support active play Increased staffing during playtimes and lunchtimes. Target less active pupils. Coaching to support school staff Staff meeting time RH site management time to create class zones Resources for playtimes Storage for each “bubble” (sheds/trolley/boxes etc) Each “bubble” to have a class set of equipment e.g. bibs, balls etc.	£8735.28	Children will be engaged in active play during lunchtimes and playtimes. Each class will have an outdoor area that is well resourced and supports active play. Additional staff will be employed to scaffold and encourage active play.	This dovetails with aims for 2020-21 as it focusses on as many children being active as possible during the school day.

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.	Children in Years 3 and 4 who are not able to swim 25m usually attend weekly swimming lessons in summer term. This did not happen in 2020.
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.	% N/A as no Year 6 cohort
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% N/A as no Year 6 cohort
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% N/A as no Year 6 cohort
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: £17,193		Date Updated: October 2020	
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	75% (£13102.50)	
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:	
Allow the children to access the resources more independently during active time and develop their skills during playtimes and lunchtimes.	Provide storage of equipment for each bubble and individual bubble resources. Increased staffing at lunchtimes and playtimes.	£2000 for resources £4000 for large storage for KS1/2 £3667.50 TA cost for increasing staffing	Children will play actively, independently selecting the most appropriate equipment supported by additional adults. Equipment will be used more often by individual bubbles due to decreased need to clean and/or quarantine.	Storage is permanent and so will be a fixture of the school for a considerable time. Playtime and lunch times will be enhanced as a result of increased equipment and support, even after COVID-19 restrictions are reduced.	
Ensure resources are in good condition and are suitable for the needs of the children, encouraging children to participate.	Audit and purchase of new equipment to support development of sport and PE	£3000	Children will have high-quality, engaging resources for each class.		
To improve fitness and ensure regular physical activity.	Use new running track to embed active mile (in place of afternoon playtime). Staff meeting time to promote and explain. Signage for the active mile.	£435 for supply (3 days)	Engagement of regular physical activity for pupils. Increased fitness levels of staff and children.	Children will actively enjoy exercise and see daily running as an integral part of their day. They will aspire to beat their ‘personal best’.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				25% (£4345)
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:
Upskill new PE leader to raise profile of PESSPA and to raise standards.	Purchase of Newcastle School Sports Partnership (Gold SLA) to allow PE leader to work with specialist PE teacher over the course of a year.	Gold SLA £2995 £450 for supply cost for PE lead	PE leader will raise the profile of PE across the school and will have a clear understanding of school improvement leads and intent of curriculum.	PE leader will raise the profile of PE and all staff will understand the intent of the school's curriculum for PE.
Devise a challenging and contextually relevant PE long-term plan which meets National Curriculum whilst extending and supporting all relevant groups within the school.	PE lead will work both with SLT and specialist teacher in order to devise a bespoke curriculum (three days approx.)	£450 for additional specialist teacher time £450 for additional supply cost for PE lead	Progression of PE will be clearly outlined and mapped out for each year group to ensure skills are built upon increasingly over the course of children's time at the school.	The long-term plan will become fully embedded for all staff and be 'future proof' regardless of staffing changes.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0% (Cost allotted above)
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:
Improve the quality of teaching of PE across school in readiness for the new long-term plan.	A range of CPD will be provided through the SSP SLA, including demo lessons and specialist teaching around gymnastics as well as planning support.	Part of SLA	Staff will demonstrate increased confidence, knowledge and skills in the teaching of PE.	The long-term plan will become fully embedded for all staff and be 'future proof' regardless of staffing changes.
Improve teacher assessments through exemplification and moderation of summative PE assessment.	PE Assessments carried out for KS1/2 children by SSP and then a follow up staff meeting will help to understand the children's next steps and allow comparison with their own assessments.	Part of SLA	Assessments will be highly accurate due to the increased confidence, knowledge and skills demonstrated by all teaching staff throughout the PE curriculum.	Assessments will allow long-term planning for children's future success and meeting the needs of each child and relevant contextual group alongside increased staff confidence in assessing children across the primary age range.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1% (£200)
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:
Children will experience a wide range of sports and activities in a range of different contexts, including competitive events and inclusive environments.	COVID-19 restrictions allowing, all children in each class will attend an out-of-school event, with some on multiple occasions.	Part of SLA £200 Children's Cancer Run entry	Children will have higher aspirations for their sporting capabilities and will feel inspired and increasingly aware of the local, regional and national sporting offers.	Next steps would include evaluation of individual events for participation rates and long-term sustainability.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0% (Cost allotted above)
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:
Children will experience a wide range of sports and activities in a range of different contexts, including competitive events and inclusive environments.	COVID-19 restrictions allowing, all children in each class will attend an out-of-school event, with some on multiple occasions.	Part of SLA Children's Cancer Run entry as aforementioned	Children will have higher aspirations for their sporting capabilities and will feel inspired and increasingly aware of the local, regional and national sporting offers.	Next steps would include evaluation of individual events for participation rates and long-term sustainability.

Signed off by	
Head Teacher:	Kate Massey
Date:	October 2020
Subject Leader:	Megan Nattress
Date:	October 2020
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