

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) 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 [gov.uk](http://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, 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 [HERE](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£18,700
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18,700
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,700

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p><b>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</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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>Please see note above</p>	75%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	75%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	Not assessed due to recovery curriculum
<p>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?</p>	No

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## 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: 2021 - 2022		Total fund allocated: £18,700		Date Updated: May 2022	
<p><b>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.</b></p>					Percentage of total allocation:
					6%
Intent	Implementation		Impact	Sustainability and suggested next steps:	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>		
<ul style="list-style-type: none"> <li>Increased levels of fitness and activity.</li> <li>Greater engagement in physical activity amongst children.</li> <li>Greater structure to play activities in the playground.</li> </ul>	<ul style="list-style-type: none"> <li>To provide the least active children with an extra physical education session each week with coaches from Newcastle United Foundation.</li> <li>Engage Year 5 Sports and Playground leaders in their role by providing them with extra training opportunities.</li> <li>Offer extra-curricular sports clubs free of charge to all children to encourage participation.</li> <li>Further extend the Daily Mile to KS1 classes.</li> <li>Forest School offered to all pupils in EYs and KS1.</li> <li>New playground equipment purchased to encourage children to be active.</li> </ul>	<p>£1100</p>	<ul style="list-style-type: none"> <li>All children in school had access to an extra physical education problem solving session with Newcastle United Foundation over the course of the academic year.</li> <li>Year 5 Sports and Playground leaders were not given extra training opportunities due to the fact that children were bubbled up until Easter 2022 with staggered lunch and break times.</li> <li>Extra-curricular sports clubs lead by Newcastle United Foundation, teachers and local coaches were offered free of charge.</li> <li>Holiday provision during May half term 2022 was offered to all children in school. Disadvantaged children were offered this provision free of charge.</li> <li>All classes were encouraged to take</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer the least active children extra physical education sessions led by Newcastle United Foundation and school teaching staff to observe the sessions.</li> <li>Continue to offer extracurricular sports clubs at no charge to encourage uptake. The participation in clubs will be monitored.</li> <li>Year 5 Sports and Playground Leaders to be given training opportunities.</li> <li>Once children are fully mixing again during break and lunchtimes, Sports and Playground Leaders to be given hoodies to raise their profile and on the yard / field.</li> <li>Observations of lunchtime and</li> </ul>	

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			<p>part in the Daily Mile. This was not always possible due to lockdown bubbles having to be reintroduced throughout the year.</p> <ul style="list-style-type: none"> <li>• All children in KS1 and Early Years have taken part in Forest School sessions.</li> <li>• New playground equipment was purchased for each phase.</li> <li>• Fencing sessions were offered to all children in KS2.</li> <li>• Children in Larch and Rowan classes were offered additional rugby coaching sessions with Newcastle Falcons.</li> <li>• Least active / SEND children from LKS2 had opportunity to attend a skipping festival. The children who attended were also given skipping ropes so they could practise the skills they have learnt at home.</li> </ul>	<p>break times to reveal the activity level of children.</p> <ul style="list-style-type: none"> <li>• Focus groups with children from across school to take place to gauge the opinions and thoughts from children.</li> </ul>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</b></p>	Percentage of total allocation:
	59%

Intent	Implementation	Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>
			<p>Sustainability and suggested next steps:</p>

<ul style="list-style-type: none"> <li>• PE and Sport coordinator to oversee and coordinate whole school approach to PE and Sport</li> <li>• Increased profile for PE and Sport around school</li> <li>• Increased engagement of whole school community in PE</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to email all sports club and sport club letters home, competitions entered, school football team news to be reported on via school Facebook page and website.</li> <li>• To provide a range of competitive and non-competitive sporting activities throughout the year between year groups and with other schools.</li> <li>• Timetable competitive sporting activities between classes in LKS2 and UKS2 at the end of a PE unit of work.</li> <li>• To attend further competitions with the aim to qualify for the School Games finals.</li> <li>• Newcastle United Foundation specialist provision booked for the academic year.</li> </ul>	<p>£11,000</p>	<ul style="list-style-type: none"> <li>• PE Skills progression document updated to include updated objectives from the new Early Years Framework. The documents have been shared with staff and coaches working in school and are also available on the school website.</li> <li>• All letters to clubs and sporting events emailed home to parents.</li> <li>• PE page on school website is updated regularly with pictures and sports news.</li> <li>• ‘Sports Award’ given out in each phase during weekly celebration assemblies across school.</li> <li>• Sports notice board created in LKS2 corridor.</li> <li>• Children had the opportunity to take part in regular, age appropriate competitive games within their PE lessons.</li> <li>• Specialist coaches to delivered. PE curriculum alongside teachers.</li> <li>• As part of CiN, children in Years 5 and were visited by the BBC and recorded taking part in the live workout.</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop lines of communication of PE and sports with all parts of the school community e.g. noticeboards, posters for children, social media and newsletters for parents.</li> <li>• Continue to provide competitive opportunities for all children.</li> <li>• Attend further competitions and festivals run in the local area.</li> </ul>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</b></p>				<p>Percentage of total allocation:</p>
				<p>3%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>		
<p>Your school focus should be clear</p>	<p>Make sure your actions to</p>	<p>Funding</p>	<p>Evidence of impact: what do</p>	<p>Sustainability and suggested</p>

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<ul style="list-style-type: none"> <li>• Focused teaching and development of key skills within PE lessons, led by a specialist coach from Newcastle United Foundation.</li> <li>• Teachers to observe the teaching of these skills.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• CPD sessions for staff led by Newcastle United Foundation.</li> <li>• Teaching staff to lead sports clubs building upon their CPD sessions.</li> </ul>	£600	<ul style="list-style-type: none"> <li>• Greater variety of activities experienced within lessons; these tended to be skills based. Teaching staff were given the opportunity to observe the specialist teaching in PE sessions on a weekly basis.</li> <li>• Level of challenge in sessions increased, especially for the more-able.</li> <li>• More focussed development of key skills identified in the PE skills progression document.</li> <li>• All staff were given access to CPD courses.</li> <li>• Teaching staff were able to run sports based clubs from Easter 2022.</li> </ul>	<ul style="list-style-type: none"> <li>• Audit of staff confidence and areas of expertise. Following an evaluation of this audit, the next steps will be identified.</li> <li>• More members of teaching staff to be encouraged to run an extra-curricular sports club.</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</b>				Percentage of total allocation:
				28%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
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"> <li>• Greater variety of activities experienced within lessons</li> <li>• To integrate adventurous sports into the KS2 curriculum.</li> <li>• All children in KS2 to have access to age appropriate, competitive sports</li> </ul>	<ul style="list-style-type: none"> <li>• NUF specialist provision booked for PE sessions.</li> <li>• Newcastle Thunder booked for additional KS2 rugby session.</li> <li>• Tom Vickers booked for additional KS1 cricket sessions.</li> <li>• Provide further opportunities for adventurous activities in KS2 led by experts.</li> <li>• Bike ability offered to children in UKS2.</li> <li>• Less competitive and least active children to attend healthy lifestyles events run by School Games.</li> <li>• Increase the range of sports offered throughout the school.</li> <li>• Facilities booked at the former Lindisfarne Middle School site.</li> </ul>	<p>£5200</p>	<ul style="list-style-type: none"> <li>• Specialist coaches from Newcastle United Foundation delivered a high quality, skills based PE curriculum, 2 days per week. 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.</li> <li>• LKS2 children had the opportunity to take part in rugby sessions during the Autumn term.</li> <li>• Local cricket coach Tom Vickers delivered cricket sessions to KS1 and UKS2 during the summer term.</li> <li>• Children in Year 5 were all offered the opportunity to take part in at least Level 1 Bikeability training, thus increasing their confidence in riding a bike.</li> <li>• All children in KS2 were given the opportunity to take part in fencing sessions, increasing their ... to new and adventurous sports.</li> <li>• Least active / SEND children in LKS2 attended a skipping festival.</li> <li>• Children in Year 3 visited Clarty Commandos to take part in adventurous activity days. Children were given the opportunity to safely take risks, work as part of a team and develop their resilience.</li> <li>• Children in Year 4 visited Ford Castle for a 3 day, adventurous activity residential.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop links with local external coaches and clubs.</li> <li>• Increase the range of sports offered throughout the school.</li> <li>• Encourage children who have had bikeability training to cycle more to school, using their knowledge from their Bike ability sessions.</li> <li>• Continue to develop our offering of adventurous activities in KS2 and extend this to KS1.</li> <li>• Continue to targeting of clubs and other opportunities on vulnerable children and those year groups with lower take up of clubs.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Children in Year 5 visited Sweethope Loughs for a day of canoeing, raft building and orienteering.</li> <li>• Children in Year 6 were given the opportunity to attend a 3-day adventurous activity residential trip.</li> <li>• The facilities at the former Lindisfarne Middle School site are no longer available for our use. The money allocated for this was used to subsidise the adventurous activities planned for KS2 children.</li> </ul>	
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Key indicator 5: Increased participation in competitive sport.				Percentage of total allocation:
				4%
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"> <li>• Bus for competitions and football matches.</li> <li>• Subscription to School Games and competition fees.</li> <li>• To provide a range of competitive and non-competitive sporting activities throughout the year between year groups and with other schools.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide a range of competitive and non-competitive sporting activities throughout the year between year groups and with other schools.</li> <li>• Subscription to School Games and competition fees. <ul style="list-style-type: none"> <li>• Bus for competitions and football matches</li> </ul> </li> </ul>	£800	<ul style="list-style-type: none"> <li>• We did not compete in any external sporting competitions this year. Instead, in PE lessons, mini competitions were held in classes at the end of each half term.</li> <li>• NUF coach and member of school staff held refereed football matches during lunchtimes for children in KS2.</li> <li>• Competitive Sports Days were held for children in Early Years, KS1, LKS2 and UKS2. These had a focus on personal challenge as well as being competitive.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to broaden opportunities for children to compete against other others and themselves.</li> <li>• Resume inter-school competitions as soon as possible.</li> <li>• Increased levels of resilience and self-confidence amongst children; this has been massively impacted by the pandemic.</li> <li>• Retain engagement amongst children.</li> <li>• Develop participation trackers to ensure that all children have the opportunity to participate in competitive sporting activities.</li> </ul>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	K Chambers

Date:	7 <sup>th</sup> June 2022
Governor:	
Date:	