



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 2020. 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:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Developed competition opportunities further. - Developed and facilitate Trust competitive opportunities to engage more children across the Trust in competition. - Continued to encourage all year groups to attend the healthy lifestyles event and promote the Core Sporting Values. - Rolled out 'Fit for Life' functional Fitness programme & Metafit programme across the school. - Used assessment data to identify children who would benefit from more focused time to progress with fundamental movement skills and develop interventions to support this group of children. - Engaged and prepared children for new competitive sporting opportunities - Engaged with the FA Girls football programme, with a view to further developing. - Developed a cycling strategy to increase confidence and competency both on the school site and outside of school on cycling trips. - Engaging children remotely through social media platforms during the Covid 19 crisis via our school Youtube channel. 	<ul style="list-style-type: none"> - Continue to progress competition opportunities offered, and look to achieve Platinum School Games mark. - Increase Trust competitive opportunities and increase participation across the trust. - Continue to encourage all year groups to attend the healthy lifestyles event and promote the Core Sporting Values. - Embed the Personal Challenge opportunities so that they become a part of school life. - Continue to use assessment data to identify less able children who would benefit from more focused time to progress with fundamental movement skills and develop interventions to support this group of children. - Develop a process to identify vulnerable learners and develop targeted intervention both in curriculum and as a C4L club. - Plan for intra competition to happen throughout school. - Increase cycling offer to all pupils by potentially allowing children to borrow cycling equipment to take home. - Continue to look at ways to promote and facilitate active 30 minutes across school. - Continuously plan and assess PE delivery in school with regards to the potential ongoing social distancing measures. - Potentially look at further developing social media/interactive learning if and when appropriate or needed in the future.

Meeting national curriculum requirements for swimming and water safety.	
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.	Unable to report figures as Year 6 booster & final assessments cancelled due to Covid 19 crisis.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	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 over and above the national curriculum requirements. Have you used it in this way?	Yes

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: 2019/20		Total fund allocated:		Date Updated: June 2020	
<p>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</p>					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?	
<p>To increase the opportunities available for children to engage and achieve 30 active minutes daily.</p> <p>To encourage children to engage in activities each day so they achieve their 30 active minutes.</p>	Implemented Fit for Life & Metafit programmes across school to improve functional fitness across school.		N/A	Staff Training, Curriculum Timetables, staff meetings, PE Noticeboard Resources and Equipment Staff training plan	
	Carried out a full school questionnaire to establish gaps and needs of our learners.		N/A	Questionnaire gathered during Spring term; aim to be implemented during summer term and beyond.	
	Carried on our Playground Leaders' programme. Select and train new cohort of playground leaders to support an Active 'yard'. Continually monitor equipment and activities to ensure needs are met.		N/A	30 Year 5 children trained through Playground Leaders' Programme & timetabled to deliver activities during break and lunchtimes Playground Equipment maintained, PE Lead & Lunchtime Supervisors ensure equipment used, rotated and	
				Sustainability and suggested next steps:	
				Continue to purchase Metafit coaching offer, look at upgrading Fit for Life equipment where possible	
				Aim to carry out questionnaire findings when appropriate to improve the PE experience of all learners	
				Break time Activities Timetable reviewed and revised on a regular basis. Equipment monitored and upgraded/replenished when appropriate	

	Inclusive cycling offer across school; all year groups taken part in timetabled cycling sessions.		looked after by the children/leaders All children, across all skill levels have had increased opportunities to participate in cycling.	Look at more targeted work for cycling, to allow the upskilling of all pupils, with the overall aim of all children being in a position of cycling proficiency by the time they leave our school.
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:
To promote and celebrate the achievements of our children in PE, School Sport and Physical Activity	<p>Celebration assemblies established and timetabled. To celebrate schools and outside sporting achievements.</p> <p>Revise and update the PE noticeboard on a termly basis</p> <p>Encourage input from pupils (student Voice) & train young leaders to become mentors in PE & Sport to younger children.</p> <p>Ensure process of promoting and celebrating achievements in PE and School Sport re embedded and</p>		<p>Celebration assemblies timetabled</p> <p>PE Noticeboard</p> <p>School Website</p> <p>Social media (Twitter)</p> <p>Newsletters & letters home</p> <p>Class and Stars of the week awards</p> <p>School Sports Day</p> <p>PE questionnaire collected, to ensure all learners opinions and voices are heard</p> <p>Sports Day for whole school planned for summer term, unable to implement due to Covid 19</p>	<p>Continue to promote and timetable celebration assemblies</p> <p>Continue to promote, timetable and celebrate Sports Day</p> <p>Encourage parental engagement by promotion events, opportunities</p> <p>Ensure continued support from SLT & Governors</p> <p>Ensure promotion is consistent via Website, Newsletters, Social Media</p> <p>Timetable update and review of PE Noticeboard on a termly basis</p>

<p>PE Leads to develop and increase the PE, School Sport and Physical Activity provision available to pupils; ensuring offer is inclusive but also targets vulnerable learners via the use of interventions.</p>	<p>become part of daily school life</p> <p>Continue to promote and encourage teachers to engage in Class and Stars of the week awards</p> <p>Purchase of Gold SLA from Newcastle PE and School Sport Service</p> <p>½ termly planning meetings to map provision, develop offer and facilitate delivery</p> <p>PE Lead attend Network Meetings</p> <p>Benchmark provision against other schools in the Trust, share best practice</p>		<p>Timetabled PE Meetings</p> <p>Timetabled PE Network Meetings</p> <p>Timetables PE Trust Meetings</p> <p>Due to Covid 19 situation, developed remote physical activity opportunities through school social media platforms. Weekly PE challenges and small sessions created, taking into consideration space/equipment problems. Sessions to cater for all learners.</p>	<p>Continue to work with Newcastle PE & School Sport Service</p>
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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	
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:
Providing opportunities and provision to increase the confidence and competence of teachers in order to deliver high quality P.E. and improved outcomes for children.	<p>P.E. assessments planned and delivered by the Newcastle PE and School Sport Service Plan and deliver P.E. curriculum to ensure staff can prepare for festivals and competition. Ensure it aligns with competitive opportunities across Trust & City –wide</p> <p>Facilitate booster sessions to help less-able children to improve their fundamental movement skills</p> <p>Increase confidence in children by high quality teaching of PE (CPD, observations)</p> <p>Engage with the Newcastle PE and School Sport Service CPD timetable</p> <p>Find extra CPD opportunities, and new sporting opportunities for learners to participate in</p>		<p>Assessments provide staff with areas needed to develop children and where necessary target less able through Interventions such as Booster Sessions</p> <p>P.E. lead ensured classes were following planned curriculum to allow children to prepare for festival and competition.</p> <p>PE Curriculum Plan</p> <p>PE Lead shared suggested CPD with management for consideration.</p> <p>PE CPD Timetable</p> <p>CPD opportunities:</p> <p>FA Girls’ football programme (JR)</p> <p>Participated in Handball & Futsal training opportunities, which led to learners taking part in a competition.</p>	<p>Continue to use assessment in autumn term to allow children to be identified and tracked through the year.</p> <p>PE Leads to plan 2020-21 curriculum to continue to follow competition and festival dates, making sure it aligns with the opportunities in the Trust and across the City</p> <p>-PE Lead to signpost any CPD to management to consider for suggested staff.</p>
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:
Encourage children to participate in additional opportunities outside of the traditional PE Curriculum offer through extra-curricular opportunities	<p>Engage in the Healthy Active Lifestyles Programme facilitated by the Newcastle PE Service</p> <p>Add events to School diary & communicate to staff, ensure each class gets an opportunity to take part in the school year</p> <p>Engage in opportunities from other external providers that will provide pupils with different experiences of Sport and Physical Activity</p> <p>Promote opportunities from external clubs and deliverers that the children and families can engage in outside of school</p> <p>Prepare and participate in the Newcastle Schools Dance Festival 2020</p> <p>PE Leads to regularly review extra-curricular provision, revising where necessary.</p> <p>PE Leads will look to encourage children that don't traditionally engage</p> <p>PE Leads to obtain feedback from children about provision on a termly basis</p> <p>School to ensure there is a robust system of sign-up and that every</p>		<p>Delivery of Metafit Sessions for children</p> <p>PE Noticeboard</p> <p>School Website</p> <p>Social media (Twitter)</p> <p>Newsletters & letters home</p> <p>Extra-curricular timetable</p> <p>Offers from external providers & community links</p> <p>Development of Handball and Futsal in school. Purchase of equipment, implementation into curriculum, after school clubs and participation in competition</p> <p>Trust competitions for a range of non traditional sporting activities</p> <p>Aim to participate in 2020 Dance Festival & HAL events, each half term</p>	<p>Continue to engage in the Healthy Active Lifestyles Programme</p> <p>Invite local clubs to whole school assembly</p> <p>Signpost children to local clubs through social media and website, letters home.</p> <p>Promote opportunities in school on the PE Noticeboard</p> <p>Increase such opportunities in curriculum time</p>

	<p>child gets an opportunity to engage.</p> <p>Continue to embed Cycling into the Curriculum and also extra-curricular cycling opportunities, ensuring staff receive CPD where appropriate</p> <p>Ensure Cycling track and equipment are maintained</p>			
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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:
Raise the level of participation in competitive opportunities by preparing children through high quality PE and extracurricular provision	<ul style="list-style-type: none"> - Continue to engage with the School Games Competition Pathway and increase number of competitions children enter - Prepare children for Healthy competition using NGB formats, support from the Newcastle PE and School Sport Service as well as NGB CPD offers - Apply for School Games mark - target Gold - Engage and enter the Trust Competitive opportunities offered - Engage in additional; competitive opportunities offered across the City - PE Lead to ensure competitions are added to School diary and communicated in reasonable time to staff <p>Ensure engagement and success are celebrated during assemblies, noticeboard, newsletters, school website and social media</p>		<p>Competitions we have entered 2019-20:</p> <ul style="list-style-type: none"> Trust football league Trust Multi Skills KS1 KS2 Futsal competition Y3/4 Handball competition (NPSSS) KS2 In2Hockey Level 2 Sportshall Athletics <p style="color: red;">Competitions we were due to take part in during 2019-20: Newcastle Schools 500, a city wide Olympic style event. We were due to take part in Y1-Y6 X country, Cycling, Multi Skills, KS2 Boys & Girls Football, Benchball</p> <p style="color: red;">Girls' Trust football competition</p> <p style="color: red;">Northumberland Cricket Board KS2 Cricket</p> <p style="color: red;">Trust Rugby union competition</p> <p style="color: red;">City wide Rugby league</p>	<ul style="list-style-type: none"> - Continue to plan curriculum around the School Games Competition framework - Ensure competition formats are used in preparing children - Use of CPD to ensure teachers are confident in teaching more sport specific PE <p>Aim to apply for Platinum School Games Mark if eligible under criteria</p> <p>Look at increasing competitive opportunities we participate in.</p> <p>Create and develop trust competitions</p>

			competition	
			Preparing to apply for Platinum School Games Mark	

Signed off by	
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Date:	June 2020
Subject Leader:	J Rutter
Date:	June 2020
Governor:	A Laws
Date:	June 2020