

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

Created by



YOUTH  
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](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 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 **31<sup>st</sup> 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 until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Introduction of PE Mentor role. Her induction into school life and procedures.</li> <li>• Increased levels of activity and equipment introduced to lunchtimes led by PE Mentor.</li> <li>• Enhanced profile for PE and Sports around school through noticeboards and social media.</li> <li>• Revision of whole school curriculum and skills maps.</li> <li>• Development of competitive activities and opportunities for KS1 children to enhance existing programme in KS2.</li> <li>• Use of "Healthy Lifestyles" events to widen the opportunity for as many children to represent the school in competitive sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Following observations of PE lessons increase levels of fitness across all children through more demanding fitness work during and outside PE sessions.</li> <li>• Further enhance profile of PE and Sports around school through use of social media etc to engage with parents and in addition more directly with pupils.</li> <li>• Reduce dependence on outside coaching expertise and enhancement of role of PE Mentor and expertise within existing school staff.</li> <li>• Continue to develop participation of pupils in extracurricular sport and competitive sports in line with Key indicators 4 and 5.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
<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>	73%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%

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
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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: 2019/20		Total fund allocated: £21251 (plus £1300 parental contributions)		Date Updated: 15/7/20	
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					Percentage of total allocation:
					0%
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>Develop Fitness Goals programme for all year groups to increase the demand of physical activity in all PE sessions and to raise children’s fitness levels</li></ul>	<ul style="list-style-type: none"><li>PE Subject leader and PE Mentor to work together during early part of Autumn term to draw up fitness programme suitable for all year groups.</li><li>Trial programme with 2 year groups before Dec 2019 and review programme</li><li>Introduce programme across whole school in Jan 2020</li><li>All year groups to provide evidence and feedback on effectiveness of programme.</li></ul>	n/a  See KI 2 below	<ul style="list-style-type: none"><li>With support from LT fitness goals developed for all year groups by Jan 2020</li><li>Following trials with Y3 and Y4 before the Christmas holiday, plans were refined and rolled out across whole school in early 2020</li><li>Use of goals observed in all year groups and further modifications to programme made.</li></ul>		<ul style="list-style-type: none"><li>Ensure that Fitness programme resumed once lockdown closure finishes.</li><li>Distribute goals to new year group teachers ready for new academic year in Sept. 2020</li><li>Investigate ways of keeping activities fresh for children e.g. use of Joe Wicks type work out videos</li></ul>
<ul style="list-style-type: none"><li>Introduce Daily Mile type running activity for whole school to develop extra opportunities to develop physical fitness. Sessions</li></ul>	<ul style="list-style-type: none"><li>Work with TC to develop safe route for run around school site and to put timetable together to ensure all year groups are</li></ul>		<ul style="list-style-type: none"><li>Alongside TC Jesmond Jog introduced in Sept 2019</li><li>Each class completed 2x runs per week throughout the the</li></ul>		<ul style="list-style-type: none"><li>Review programme with TC before start of new academic year.</li><li>Retimetable runs and</li></ul>

to take place outside of normal PE lessons to ensure that they are in addition to existing PE activities.	<ul style="list-style-type: none"> <li>able to complete 2 “Jesmond Jogs” each week.</li> <li>Ongoing review to ensure all children are accessing the Jog and that it does not interfere or disrupt other learning.</li> </ul>		<ul style="list-style-type: none"> <li>year.</li> <li>Safe routes developed to ensure maximum number of children able to use yard safely</li> <li>Some timings refined to ensure that other learning not disrupted.</li> </ul>	explore whether more might be possible
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				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 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 awareness of whole school community in PE</li> </ul>	<ul style="list-style-type: none"> <li>TLR post for PE and Sports coordinator</li> <li>Non-contact time 1x afternoon per half term</li> <li>Staff meeting held to focus on skills assessment and teaching within PE sessions</li> <li>Practical training activities led by PE Leader, Sports Mentor and outside sports specialists from Northumberland Cricket board</li> <li>Use Celebration Assembly to improve children’s awareness of sports activities around school and to celebrate achievements</li> </ul>	<p>£2500</p> <p>n/a</p>	<ul style="list-style-type: none"> <li>Ongoing PE monitoring and leadership completed as far as possible before closure</li> <li>Staff meeting not possible due to closure.</li> <li>Schedule training for 2020-21 to be led by Newcastle School Sports Service as part of SLA</li> <li>Regular celebration assemblies held to raise the profile and mark achievements of sports teams</li> </ul>	<ul style="list-style-type: none"> <li>Review PE provision in light of social distancing advice in preparation for return to school in Sept 2020</li> <li>Undertake review of curriculum provision across school</li> <li>Explore published schemes of work with a view to potentially adopting one across the school</li> <li>Review Health and Safety advice in light of new edition of Safe Practice in PE and Physical Activity</li> </ul>



<ul style="list-style-type: none"> <li>Support for trainee teachers and newly-qualified teachers within our school</li> </ul>	<ul style="list-style-type: none"> <li>Increase use of PE noticeboard to ensure that it is kept up to date with details of clubs and achievements</li> <li>Regular announcements via Parent Mail of PE events, clubs and achievements</li> <li>Meet with NQTs to share vision for PE at West Jesmond as well as use of resources and equipment, safety, visits etc.</li> </ul>	<ul style="list-style-type: none"> <li>PE noticeboard updated throughout the year.</li> <li>Parent Mail newsletters and social media used to keep parents informed about PE around school</li> <li>Support provided for NQTs and trainee teachers</li> <li>Training event for Schools Direct students was organised.</li> </ul>	<ul style="list-style-type: none"> <li>Work with HS to improve PE training in partnership with Schools Direct programme</li> </ul>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				75%
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>Greater variety of activities experienced within lessons</li> <li>Level of challenge in sessions increased with particular focus on fitness levels of children</li> <li>More focussed development of key skills</li> <li>Support provided for children who might be struggling with aspects of PE or for those excelling</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop role of PE Mentor role around school</li> <li>PE Mentor to take on increase role around school</li> <li>Key focus for PE Mentor around the following areas... <ul style="list-style-type: none"> <li>In-lesson support for class teachers</li> <li>Ensuring all children able to access appropriate level of challenge within PE sessions</li> <li>Management of equipment and resources</li> </ul> </li> <li>Purchase Dance Notes Resource</li> <li></li> </ul>	£17000	<ul style="list-style-type: none"> <li>Work of PE Mentor coordinated and evaluated to ensure maximum impact across the school.</li> <li>Key children identified requiring support in PE sessions and this was provided where required by PE Mentor</li> <li>PE Mentor ensured resources organised to allow easy access for class teachers</li> <li>PE Mentor involved in all initiatives (see other Key Indicators. As PE Mentor key leader in all these initiatives)</li> </ul>	<ul style="list-style-type: none"> <li>PE Mentor role to continue in 2020-21</li> <li>Continue to develop support teachers and pupils as needs become apparent in Sept 2020</li> </ul>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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	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:



<p>consolidate through practice:</p> <ul style="list-style-type: none"> <li>Additional opportunities for children to participate in extra-curricular sport</li> <li>Increased % of KS1 pupils able to take part in an extra-curricular activity</li> <li>Develop opportunities to enhance provision in key areas in KS2 evidenced by previous consultations with pupils and parents</li> </ul>	<ul style="list-style-type: none"> <li>PE Mentor to develop clubs before school and after school particularly focussing on time slots where other staff not available.</li> <li>Ensure appropriate equipment available for all class sessions, playground use and extra-curricular clubs</li> <li>Introduce clubs in response to feedback given in last year's Pupil Voice as well as additional consultation with children</li> <li>Develop further opportunities to enhance offer for other year groups particularly in KS1</li> <li>Reduce number of clubs run by outside agencies and their cost to parents</li> <li>Work to spread responsibility for running clubs across a wider spread of staff including integrating NQTs and new staff into extra-curricular offer where appropriate</li> <li></li> </ul>		<ul style="list-style-type: none"> <li>Intra-school events were planned to run across school during Summer term 2 focussed on ensuring all children who would like to participate can... <ul style="list-style-type: none"> <li>West Jesmond World Cup (KS2)</li> <li>Sports Day (whole school)</li> </ul> </li> <li>Around 175 children from across school participated in extracurricular sport before the lockdown curtailed the programme.</li> <li>Clubs during autumn and spring terms included... <ul style="list-style-type: none"> <li>Y5/6 Football</li> <li>Y3 Football</li> <li>Y3/4/5 Dance</li> <li>Y6 Netball</li> <li>Y5 Netball</li> <li>Y3 Fencing</li> <li>Reception Multisports</li> <li>Y4/5/6 Running</li> <li>Y2 Rugby</li> <li>Y1 Multi-sports</li> <li>Y2 Multisports</li> <li>Y5/6 Hockey</li> <li>Y3/4 Basketball (as requested by pupils during Pupil Voice activity)</li> <li>Y3 Rugby</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Continue to work with class teachers and PE Mentor to ensure a broad variety of clubs are offered.</li> <li></li> </ul>
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			<ul style="list-style-type: none"><li>• Y5/6 Basketball (as requested by pupils during Pupil Voice activity)</li><li>• Evidence collected<ul style="list-style-type: none"><li>• Registers from events</li></ul></li></ul>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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>• Broaden opportunities for children to compete against other others</li> <li>• Increased levels of resilience and self-confidence</li> <li>• Greater % of pupils represent the school in competitive sports</li> <li>• Greater engagement amongst children who have not previously taken part in sports clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Join Newcastle School Sports Partnership (SLA) allowing access to national competitions and festivals</li> <li>• Attend Ouseburn Learning Trust Events</li> <li>• Subsidise costs of transport to parents</li> </ul>	£2000	<ul style="list-style-type: none"> <li>• With PE Mentor able to offer greater support and take over the admin associated with running these competitive sports events, the number of opportunities for the children has increased.</li> <li>• PE Mentor leading these events minimises disruption to other class' learning as other teaching staff not required to leave classes.</li> <li>• We have attended events organised by The Ouseburn Learning Trust often as an introduction to competitive sport ....               <ul style="list-style-type: none"> <li>• Year 1/2 Cross Country Running</li> <li>• Year 3/4 Hockey</li> <li>• Y5/6 Basketball</li> <li>• Y3/4 Tag Rugby</li> <li>• Y5/6 Netball</li> </ul> </li> <li>• A number of Newcastle PE</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure PE SLA meets needs of children and review before 2020-21 paid</li> <li>• Once children return in Sept 2020 complete PE survey of participation in competitive sports and target events at children who are less engaged</li> </ul>

			<p>and School Sports Service events have provided Level 2 entry into national competitions...</p> <ul style="list-style-type: none"> <li>• Year 4 and Year 6 Hockey</li> <li>• Year 5/6 Cricket</li> <li>• Year 6 Sportshall athletics</li> <li>• Y5/6 Bee Netball</li> </ul> <ul style="list-style-type: none"> <li>• All year groups able to nominate children for Newcastle School Sports Healthy Lifestyle events targeted on children not picked for more formal competitive events and sports</li> </ul> <ul style="list-style-type: none"> <li>• Y5/6 Team Games</li> <li>• Y3/4 Multiskills</li> <li>• Y1/2 Multiskills</li> <li>• EYFS Intro. To Play</li> </ul>	
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Signed off by	
Head Teacher:	G Wallis Clarke
Date:	15/7/20
Subject Leader:	T Farooqi
Date:	15/7/20
Governor:	D Griffiths



Date:	
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