

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

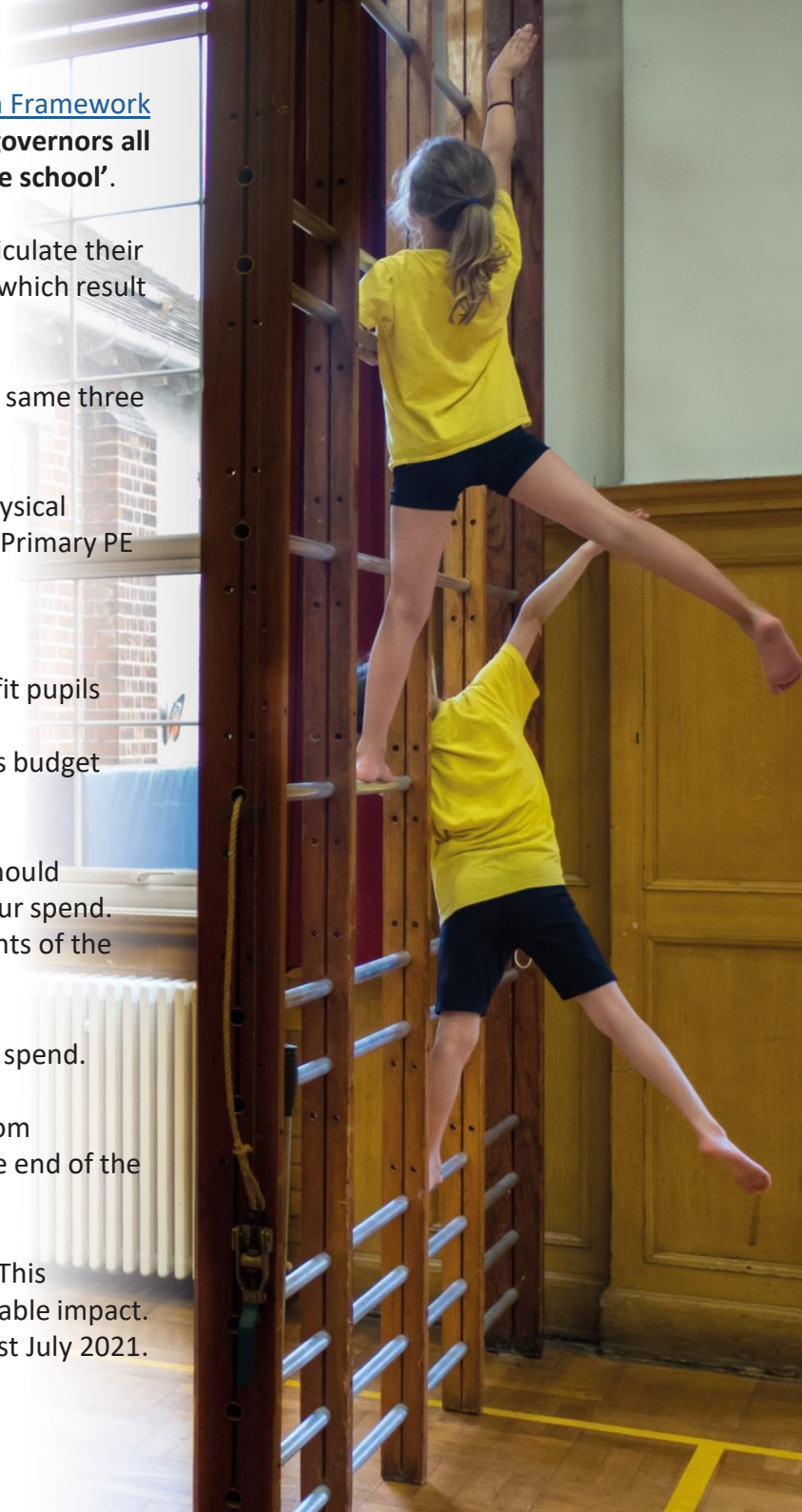
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](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, including any under-spend from 2019/2020, 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.

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 2021: | Areas for further improvement and baseline evidence of need: |
|---|--|
| <ul style="list-style-type: none"> Active learning supported throughout lock down periods – including daily keep fit videos All years groups able to resume PE sessions within a Covid bubble once the post-Christmas Lockdown ended Whole school Football competition completed Mini Olympics event involving all children across school Children's Cancer Run Event Healthy Lifestyle Events attended when restrictions allowed Limited Extra-curricula clubs re-established | <ul style="list-style-type: none"> Re-establish extra-curricular clubs programme across school from Sept 2021 Resume links with community sports clubs e.g. Northumberland Tennis Club, Newcastle Fencing All classes to resume 2 hours PE per week Swimming lessons to resume for Y4 and Y6 from Sept 2021 New PE and Sport Leader |

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

Delete as applicable

Total amount carried forward from 2019/2020 £.....0.00
+ Total amount for this academic year 2020/2021 £.....21 448
= Total to be spent by 31st July 2021 £22 730

| | |
|---|--|
| <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 transfer to the pool when school swimming restarts.</p> <p>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.</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>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.</p> <p>Please see note above.</p> | <p>73%</p> <p>(2019-20 Figures as no Swimming lessons took place during 2020-21 due to Covid restrictions)</p> |
| <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> | <p>73%</p> <p>(2019-20 Figures as no Swimming lessons took place during 2020-21 due to Covid restrictions)</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>50%</p> <p>(2019-20 Figures as no Swimming lessons took place during 2020-21 due to Covid restrictions)</p> |
| <p>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?</p> | <p>No</p> |

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: £21 448 | Date Updated:20/7/21 | |
|--|--|-------------------------------|---|---|
| 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: |
| | | | | 90% |
| 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"> Increased levels of fitness and activity Greater engagement amongst children Greater structure to play activities in playground | <ul style="list-style-type: none"> Continue to review how LT uses her time and is allocated across school Resume outdoor PE lessons as soon as Covid restrictions allow Revise Health and Safety guidance to allow resumption of PE sessions Ensure playtimes maximised as opportunities for active play | £19 247 | <ul style="list-style-type: none"> LT revised curriculum to ensure coverage across year groups All classes able to resume outdoor sessions Daily video fitness activities led by ES and LT shared via Seesaw All year groups allocated boxes of equipment for playtimes. Observation of playtimes revealed all equipment in use. | <ul style="list-style-type: none"> Return to 2 hours of PE per week for all classes from September if restrictions allow. Resume key focus on personal fitness in all sessions including use of year group fitness targets. Adapt indoor sessions if required. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 13% |
| 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"> PE and Sport coordinator to oversee and coordinate whole school approach to PE and Sport Increased profile for PE and Sport around school Increased engagement of whole school community in PE Support for trainee teachers and newly-qualified teachers both within our school and other schools through Teaching School role | <ul style="list-style-type: none"> Revise PE policy statement to create new vision for PE and Sport across the school. Coordinate response to Covid restrictions to maximise opportunities for children to be active. | £2 873 | <ul style="list-style-type: none"> New policy created and shared with Senior Leadership Preparation to hand over to new PE and Sport Coordinator | <ul style="list-style-type: none"> New PE and Sport lead in post for Sept 2021 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 |

| 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: |
| <ul style="list-style-type: none"> Greater variety of activities experienced within lessons Level of challenge in sessions increased More focussed development of key skills | <ul style="list-style-type: none"> Teaching staff supported to cover outdoor sports curriculum Review skills coverage in light of Covid restrictions Teaching staff supported to adapt curriculum once restrictions allow | £0 | <ul style="list-style-type: none"> LT has taken on additional responsibilities to develop her own initiatives e.g. planning and leading World Cup Football event. Bank of resources and activities for whole school Olympic week developed | <ul style="list-style-type: none"> Review provision of support for any NQTs and/ School Direct Students in school Audit of staff confidence and areas of expertise |

| <ul style="list-style-type: none"> Support provided for children who might be struggling with aspects of PE or for those excelling Increasing profile and accountability for physical education, sports participation and financial accountability | | | and shared with staff across school. | |
|--|---|--------------------|---|---|
| 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: |
| <ul style="list-style-type: none"> Develop opportunities to enhance provision in key areas in KS2 Ensure coverage of key skills and sports across school during Covid restrictions Enhance programme of Home learning activities for children who are isolating | <ul style="list-style-type: none"> All classes to set weekly PE lesson activities as part of whole school home learning programme Fitness levels of the children to be a key focus of these activities Ensure that staff are supported to produce materials for children to complete PE activities in the event of home learning | £0 | <ul style="list-style-type: none"> Bank of key resources assembled to support teachers in setting home learning activities for PE Weekly PE sessions allocated to all children during lockdowns Daily fitness videos lead by ES and LT shared with families to enhance home learning offering and build fitness on top of PE lessons | <ul style="list-style-type: none"> New PE lead to review provision of extra curricular sport to maximise opportunities for children in Autumn 2021 Continue to targeting of clubs and other opportunities on vulnerable children and those years groups with lower take up of clubs |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | 2% |
| 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"> Broaden opportunities for children to compete against other others and themselves within any Covid restrictions Increased levels of resilience and self-confidence Retain engagement amongst children during restrictions | <ul style="list-style-type: none"> Ensure all PE sessions involve some competitive element Maximise opportunities to participate in competitive sports within the school Develop Mini Olympics festival for July 2021 to include whole school sports day | £610 | <ul style="list-style-type: none"> Able to complete whole school Sports Day events despite Covid restrictions World Cup tournament completed Spring term Healthy Lifestyle events for Y2 and Y4 completed in Summer term focussed on those children who are not normally selected for team events | <ul style="list-style-type: none"> September 2021 should see resumption of citywide sports competitions Covid restrictions allowing LT to focus on developing opportunities for resumption of competitive sport in Autumn 2021 |

| | |
|-----------------|--|
| Signed off by | |
| Head Teacher: |  |
| Date: | 25.7.21 |
| Subject Leader: | T Farooqi |
| Date: | 20/7/21 |