



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

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Commissioned by
Department for Education

Created by



YOUTH
SPORT
TRUST

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Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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.

Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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.

We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| Key achievements to date: (2018-2019) | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Provision of a broad, rich and engaging PE curriculum • Yr 1-6 receive quality instruction from PE specialists to develop physical skills (problem solving, modified team games, fundamental movements, attacking and defending invasion games, athletics, fitness fundamentals, striking and fielding, match fit), ball skills, agility and co-ordination • EYFS Physical Development teaching and learning - to include the use of large apparatus and new 'open ended' climbing apparatus to impact on gross and fine motor skills and build up stamina / core strength • Pupils are engaged and can demonstrate their level of understanding and skill. Behaviour is good and pupils demonstrate co-operation in collaborative and competitive activities • Pupils are aware of and make healthy lifestyle choices • Raised the profile of PE through display and promotion of values – self-belief, teamwork, respect, determination, passion, honesty at Celebration Assembly • Provision of after school clubs - available throughout the year to children at KS2 and include Karate, Football and Cheerleading • Continue to provide equipment and generate free play opportunities in the playground • Yr 5 and 6 accessed cycling training (Aut 2018, Spr 2019) • Development of swimming provision to include 'safe self-rescue' • CPD for all staff • Opportunity for all KS2 pupils to participate in a Residential Visit which includes physical activity • SkillForce – Prince William Award - 12 week programme for pupils in Yr 4 (Summer Term 2019) to include outdoor activities including orienteering, survival skills, problem solving/team building activities to promote positive mental health and well-being | <ul style="list-style-type: none"> • Increased opportunity for competition both within/beyond school • Increase profile of Dance on the school curriculum • Participation in Newcastle Dance Festival • SDP Priority – Assessment of PE – to be able to measure impact of specialist provision for PE • Commando Joe's Programme – to be introduced Spring Term 2020 – Staff Training Day 14.2.2020 – NUFC 'local provider' – to deliver programme in school – 1 day per week for Yr 2-6 • Residential Visit for Yr 3 and 4 |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | 40%, 12 out of 30 (2018-2019) Aut term 2019 – Yr 6 27/30 – 90% |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 70%, 21 out of 30 (2018-2019) Aut term 2019 – Yr 6 20/30 – 67% |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | 23%, 7 out of 30 (2018-2019) |
| 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 Pupils at KS1 attend swimming lessons for 1 term each year. Spr Term 2019 Additional swimming lessons provided for pupils in Yr 6 8 pupils targeted. 7 pupils accessed additional lessons focused on ‘safe self-rescue’ – Spr 2, 2019 term. |

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 students today and for the future.

| Academic Year: 2019/20 | Total fund allocated: £17,695 | Date Updated: November 2019 | | |
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| <p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p> | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>PE curriculum – at least 2 hours per week for all year groups – equipment maintenance and replacement</p> <p>Stock of Spare Kit in school for those who forget or can't afford kit</p> <p>Continue to provide opportunity for physical activity at Breakfast Club - 'Wake up Shake up'</p> <p>Playground resources to promote physical activity – large/small balls, hoops, skipping ropes</p> <p>Playing of music outdoors at lunchtime to promote physical activity – 'Wake up Shake up' and dancing</p> | <p>OB to lead on delivery/monitoring of Teaching and Learning</p> <p>LB to lead activity</p> <p>Outdoor power supply installed to allow music to be played on the yard</p> <p>Purchase 'Wake Up Shake Up' / playtime resources</p> <p>All staff to model with pupils</p> | <p>£ 600</p> <p>£ 500</p> | <p>Rich and varied curriculum across the school and wide range of play opportunities at break times</p> <p>Attendance at Breakfast Club - on average 50 pupils per day</p> <p>All pupils involved in 15 minutes of additional activity every day</p> <p><u>Wider impact as a result</u></p> <p>Pupils are more active in PE lessons and demonstrate greater stamina during activities</p> <p>Attitudes to learning improved – 'PE values' promoted in other lessons/activities during the day</p> <p>Behaviour for learning observed to be strong / consistent across the school</p> | <p>Sustained/increased attendance at Breakfast Club</p> <p>Replace kit to ensure quality of stock is maintained</p> <p>Renew resources and materials as required to ensure good quality provision maintained</p> <p>T/TA to work with other staff in order to upskill and share good practice</p> |

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| | | | 2018-2019 Improved attendance in line with National Average, reduced level of Persistent Absence (see SDP) Attendance 96.3% / PA 9.66% Consistently improving trend over 4 years | |
| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Celebration Assembly each week – to raise the profile of PE and Sport</p> <p>PE and sport notice/display board in Yr 2/3 corridor to raise profile of PE within school</p> <p>Include PE and School Sport as a feature on half termly newsletters / school website to raise the profile for all families</p> <p>Annual Sports Day</p> <p>Residential for Yr 3 / 4 – outdoor activities prominent on itinerary</p> <p>Visit for Year 6 (alternate year to Residential) to outdoor activity centre to participate in e.g climbing, archery, bell boating, team games</p> | <p>1 certificate of merit from each class to include reference to PE values being demonstrated / transferred into other areas of school life</p> <p>Ensure board is regularly updated with KS1 and 2 challenges / photos from PE / after school activities</p> <p>Activities to include greater level of challenge and competition</p> <p>All Yr 6 participate in activities which promote independence, stamina, resilience and teamwork</p> | £ 250 | <p>All pupils at some point in the year receive a certificate for demonstrating a PE value</p> <p>Pupils are able to identify the values and explain how they demonstrate each value during PE, other lessons and beyond school</p> <p>All pupils participate in Sports Day. Good attendance from families</p> <p>Pupils enjoy new experiences on residential / outdoor activity centre visit</p> <p><u>Wider impact as a result of the above</u></p> <p>Pupils are proud to receive certificates and have photo displayed on noticeboard.</p> <p>Increased confidence, self-</p> | <p>Maintain funding to promote profile of PE and Sport</p> <p>Ensure display in school is up to date and inclusive of all pupils</p> <p>School subsidises cost of residentials / outdoor activity centre visits for all pupils</p> |

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| | | | esteem, concentration and ambition are having an impact on learning across the curriculum Improved attendance, level of PA reducing | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To conduct assessment of PE with the opportunity to observe and work alongside a specialist coach of PE *see SDP 2018-2019/2019-2020 | Timetable staff to observe/share good practice of specialist coach. Conduct baseline assessment of basic core skills so that progress can be measured over time CPD for staff delivered as part of SLA with NUFC – focus on assessment and providing differentiation and challenge within a lesson/activity | £ 6, 000 | Improved subject knowledge and confidence of staff <u>Wider impact as a result of the above</u> Skills, knowledge and understanding of pupils are increased significantly Pupils enjoy PE and Sport and are keen to take part in all activities Pupils demonstrate a good understanding of what they can do and what they need to do to improve further | All staff will be supported to feel confident to deliver PE and Sport |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Continue to offer a wider range of activities both within and outside the curriculum to get more pupils involved Introduction of Commando Joe's Programme – Spring Term 2020 | Residential Visit for Year 3 and 4 – Berwick, Aut 2019 – see itinerary Visit for Yr 6 to outdoor activity centre – Sum 2020 Staff Training Day – 14 February, 2020 To work with 'Bike for Health' – Spring Term 2020 | £ 2, 500 £500 £1,475 £1,500 | 44 children participated in the residential visit Pupils are prepared for all lessons with appropriate kit and therefore participate fully in PE Positive feedback from pupils regarding PE and Sport. <u>Wider impact as a result of the above</u> Behaviour is good and maintained | School to continue to subsidise residential visits for all pupils to ensure maximum uptake School has committed to 4 year programme with 'Commando Joe's' School will explore the opportunity to provide regular cycling experience to children at KS2 |

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| | | | through positive PE experiences and opportunities | |
| Key indicator 5: Increased participation in competitive sport | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To introduce additional competitive sports in order to engage pupils further | Identify staff member to work alongside NUFC coach to develop girls football team | £275 | Number of girls involved in competitive football increased | Member of staff to be responsible for girls football |
| Participation in Newcastle Dance Festival – pupils across KS2 perform to a large audience at Newcastle City Hall | Arrange friendly competition inter/intra school (neighbouring schools) | £135 | <u>Wider impact as a result of the above</u> Improved standards in invasion games in PE Notable improved attitude towards PE (all pupils engaged) | |
| Other indicator identified by school: Additional swimming | | | | |
| To ensure all existing swimmers increase their attainment by 10 m thus increasing their confidence in water All remaining non – swimmers achieve 25 m thus meeting the statutory requirements of the national curriculum for PE All pupils at Year 6 can perform safe rescue over a varied distance so they are confident and safe in water | Venue of swimming lessons for Yr 4-6 changed from September 2018. All classes from Yr 1-6 access 1 term of swimming lessons each school year, at Northumbria Sports Central, with 3 instructors who work alongside the children in the water. Review swimming timetable in Spring term to accommodate Yr 6 pupils unable to swim 25 m by the end of the Spring Term/develop safe self-rescue skills | £ 3,856 | At least 73% of pupils can swim 25 m at Yr 6 At least 50% of pupils can rescue a peer from at least 5m | Governors have agreed to allocate funding to maintain swimming provision to ensure the maximum number of pupils leave school being able to swim 25 m |

