



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](#) 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 until March 2020: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> - Beginning to implement Active 30 and the Daily Mile in school - Gaining understanding in the curriculum and opportunities available to schools through the support and guidance of SLA team. - Gaining and maintaining a silver Mark in the School Games - Offering a broader range of physical activity throughout the curriculum and after school clubs. - More equipment purchased to allow further coverage of skills and games across the curriculum. - Implementation of whole-school initiative to support Bikeability including balance bikes, scooters and bikes. - Developed extra-curricular clubs linked to competitions (athletics, cross country, netball and football) - Introduction of sports leaders (children) and training for lunchtime staff linked to P.E (Premier Sports) | <ul style="list-style-type: none"> - Developing intra competitive opportunities within the PE Curriculum - Develop leadership and 'student voice' via PE - Develop confidence in CPD in fundamental skills. - Continue to develop Active 30 opportunities across the school using the resources introduced to staff - Promote PESSPA to pupils and parents with events in school to celebrate important events in the sporting calendar such as 2021 Tokyo Olympics, UEFA men's and women's Euros. - Ensure P.E assessment is completed and monitored termly. - Maintain and establish links to local sports clubs. - Utilise playground space to raise activity levels at break times. - Raise progression of football skills across the whole school - Participate in a walk/bike/scoot to school initiative |

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| 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. | |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% |

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| <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>Yes – planned to use it in summer term as booster for year 6 but cancelled due to Covid. Half of the budget was used for year 5.</p> |
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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: £17,810 | | Date Updated: 14/07/2020 | |
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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 pupils undertake at least 30 minutes of physical activity a day in school</p> | | | | | Percentage of total allocation: |
| | | | | | 5% |
| 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 a more active physical play time | <p>Sports leaders trained and taught to initiate play during break times and lunchtimes.</p> <p>Planning undertaken by Mr Keys to develop a new pitch allocated to ball games etc.</p> <p>Playground equipment purchased</p> | <p>£28.99 – sports leader badges</p> <p>£500 - playground equipment</p> | <p>Sports leaders given a rota.</p> <p>Folder of resources and activities available.</p> <p>Grant application submitted for new pitch but rejected so plans to be implemented in-house.</p> <p>Playground equipment purchased (more needed in accordance with Covid risk assessments)</p> | <p>Equipment maintained</p> <p>Listen to pupil voice about improvements</p> <p>Possible new pitch to be funded within school budget to utilise break times.</p> <p>Monitor and review sports leaders on a termly basis.</p> | |
| Raise activity levels and have a positive impact on behaviour during lunchtimes | Develop lunchtimes to encourage active play | £85 – Premier Sport training | <p>Lunch time staff briefed and trained by Premier Sports</p> <p>Feedback from Staff</p> <p>Evidence of Observations (Impact on behaviour and</p> | <p>New staff trained and confident to deliver sessions, mentoring and training new staff in-house.</p> <p>Review and monitor</p> | |

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| Contribute to the active 30 minutes and ensure children have additional opportunities and interventions to engage in physical activity by engaging in the Daily Mile to staff, children and parents. | Training staff and playtime leaders | £199 – Jumpstart Jonny | activity levels) Website, newsletters, PE Noticeboard Some teachers offering active lunchtime clubs towards the end of the year. | lunchtimes on a termly basis. Encourage staff to link lunchtime clubs to P.E |
| | Structure activities Contributes to; 30 Active Minutes | | Staff asked for input regarding resources. Resources purchased and shared Around 10 children attend breakfast club. | Re-establish framework and processes embedded to promote and celebrate the Daily Mile to staff, children and parents |
| | Staff encouraged to offer weekly lunchtime clubs | | | |
| | Ensure resources are available to all staff. (Jumpstart Jonny etc.) | | | PE Lead to monitor initiatives to ensure all classes continue to engage. Review on a termly basis |
| | Breakfast club (P.E based) | | | |

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation: 24%

| Intent | Implementation | | Impact | |
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| 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: |
| Develop and increase provision of high quality PE and school sporting opportunities | Review curriculum map and progression skills Encourage staff to participate in CPD Implement gymnastics coach | £960 (Aurora Sports) £122.75 - certificates | More opportunities to cover a variety of sports throughout the year. CPD offered to staff through School Sports offer. High quality lessons delivered by Aurora Sports and seen by | Maintain gymnastics links and offer to other year groups. Ensure teachers are using and applying skills and progression seen from coach in next year's |

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| <p>Continue to use meeting and planning framework</p> | <p>who will award gymnastics levels to children and provide CPD to teachers</p> <p>Diary of planning meetings to develop the PESSPA offer for pupils with the PE Lead</p> <p>Use the Newcastle PE and School Sport Service to support the development of St Bede's PE and School Sport Provision</p> | <p>£600</p> | <p>teachers.</p> <p>Children rewarded with certificates for gymnastics levels.</p> <p>Bronze membership purchased</p> | <p>planning.</p> <p>Purchase Silver SLA from Newcastle PE and School Sport Service to support the development of St Bede's PE and School Sport Provision</p> |
| <p>Develop and embed a culture of celebrating PESSPA within the school and to parents/families</p> | <p>- Raise the profile of PE in school by updating PE noticeboard and promoting all Healthy Active Lifestyles and Competitive opportunities to staff, children, parents</p> <p>Communicate to parents via ParentPay</p> | | <p>Children and parents informed of events through the following:</p> <p>ParentPay. Assemblies Website, newsletters, PE Noticeboard</p> | <p>Continue to develop and embed a culture of celebrating PESSPA within the school and to parents/families by inviting to sporting events such as sports days and competitions.</p> <p>Continue to make parents aware of school events linked to PESSPA.</p> |
| <p>Celebrate individual and team participation in sporting competitions</p> | <p>Plan opportunities for children to engage in using the Healthy Active Lifestyles and School Games calendars, Catholic Competition Calendar and NSSA Calendars. Engage in</p> | | <p>Curriculum amended to fit in with HAL, School Games calendars and various competitions.</p> <p>Children celebrate individual and team participation in CW and assemblies.</p> | <p>Continue to celebrate core values on P.E noticeboard and in lessons.</p> |

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| <p>- Top-up/booster swimming lessons provided for KS2 children in order to ensure that a greater % of children are able to reach the national curriculum expected standard</p> | <p>Community Sports Opportunities.</p> <p>Swimming lessons offered to year 5 as a large block in order to improve progress.</p> <p>- Swimming lessons offered to year 6 in summer term as an additional booster.</p> | <p>£2662</p> | <p>- Teachers & teaching assistants to monitor groups and progress at swimming lessons. (Summer term affected by Covid)</p> | <p>- Continue to provide top up swimming lessons in year 5 to ensure progression by year 6 and at least 90% reaching the expected standard.</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: |
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| | | | | 1% |
| 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: |
| <p>Increase the knowledge and understanding of the importance of fundamental skills to children and staff</p> <p>- Increase the knowledge and understanding of health and safety in P.E</p> | <p>Staff received additional training on FMS to assess chn</p> <p>FA Primary Teachers Award booked for HM</p> <p>Purchase new Safe Practice PE handbook and make staff aware of it.</p> | <p>£150 – PE assessments</p> <p>£44.99 – Safe Practice PE Handbook</p> | <p>Staff more confident at assessing the children.</p> <p>P.E lead to feedback positives from the course to be implemented into lessons.</p> <p>HM sent staff key findings by email in relation to health & safety queries r.e mats and gymnastics</p> | <p>Ensure P.E assessment is updated termly.</p> <p>In-house staff training TBC</p> <p>Resources from FA site to be shared/made available to staff.</p> |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 25% |
| 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: |

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| <p>Provide opportunities and encourage children to take part in non-competitive, fun, active and non-traditional activity which promote core values of sport: Determination, Self-belief, Passion, Teamwork, Honesty & Respect</p> <p>To increase and provide high quality resources to deliver the requirements of the PE curriculum, including a programme to support cycling.</p> | <p>an hour of physical activity outside.</p> <p>KS2 pupils encouraged to log their physical activity as part of the GetSet 'Travel to Tokyo' Olympics event.</p> <p>Prepare and practice for the Newcastle Schools Dance Festival</p> <p>Participate in the Newcastle Schools Dance Festival</p> <p>Continue to engage and participate in Healthy Active Lifestyle Events</p> <p>Book Transport and ensure dates are in the school diary</p> <p>Expose children to the Core Sporting Values that are promoted in the Healthy Active Lifestyle Events</p> <p>Skipping programme in year 3</p> <p>Introduce Yogabugs</p> <p>Equipment purchased to enhance the curriculum and offer more sports to the children.</p> | <p>due to Covid</p> <p>£150 – Dance transport (refunded)</p> <p>£900 – transport for 6 x sessions (multi-skills)</p> <p>£250 – skipping Training</p> <p>£300 – Yoga Bugs</p> <p>£2,970.19 on equipment</p> | <p>Children encouraged to engage in physical activity during lockdown.</p> <p>Assemblies</p> <p>Website, newsletters, PE Noticeboard</p> <p>Years 1,2,3,5 and year 6 classes of approximately 30 children have attended HAL Multi-skills events this year (EYFS and Y4 cancelled due to Covid)</p> <p>Yogabugs to continue next year as cancelled due to Covid.</p> <p>Teachers able to teach with whole class sets of equipment.</p> <p>- All children took part in skills progression with EYFS/Y1 –</p> | <p>Make links to Olympics in July 2021. Olympics Week? Tokyo Olympics is 23rd July – 8th August</p> <p>Promote and celebrate the UEFA Women's Euros 2021 6th July – 31st July and Men's June 11th Match Fit and Fit4Kids links next year?</p> <p>TW to take on Y3 Dance next year</p> <p>Book multi-skills for next year.</p> <p>Emphasise core values on notice board</p> <p>Encourage core values in lessons (link to FA lesson ideas)</p> <p>Review and audit equipment for next year. Monitor programmes and outcomes (Bikeability)</p> |
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| | <p>All children taking part in a whole school initiative showing progression to improve Bikeability outcomes.</p> | | <p>balance bikes, Y2/3 scooters, Y4/5/6 – Bikeability P.A system purchased for sports day and outdoor P.E</p> | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 3% |
| 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: |
| <p>Develop the confidence and skills for children to engage in competitive opportunities</p> <p>Increase the amount of competitive opportunities that the children engage in during the academic year</p> | <p>Expose and prepare children for Healthy Competition in lessons and extra-curricular opportunities</p> <p>Ensure there is a pathway for more able children to engage in competitive opportunities</p> <p>Engage in and participate in the School Games programme</p> <p>Engage in other competitive opportunities (including Catholic Schools, City Cross Country, swim gala, Skipping school)</p> | <p>Mini bus/coaches for competitions</p> <p>- £350 transport (NB + FB)</p> <p>£140 – Catholic comp fee</p> | <ul style="list-style-type: none"> - Participation numbers – approx. 50 but affected by Covid 19 and cancelled events - Athletics, basketball, netball, cross-country (City and catholic Co-hort), Football, and swimming gala - Assemblies - Y5/6 children selected for City trials. Girl from Y5 selected from city trials to play for the county team at a high level. - Website, newsletters, PE noticeboard - Silver Schools Game Mark maintained | <ul style="list-style-type: none"> - Maintain relationships with Swimming leisure centre (Elswick pool), SLA and Catholic Co-hort for competition fixtures - Encourage speakers from different sporting areas to help encourage children to participate in extra-curricular activities available to them both for after school clubs staff led and local community sports coaching. - Maintain Silver School Games Mark. The School Games Mark is a working document with areas identified for development. These will be addressed yearly. |

N.B. 58% of budget used with cancellation of events in summer term (to be carried over)

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | Louise Fairless and Hayley Morris |
| Date: | 14/07/2020 |
| Governor: | |
| Date: | |