



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised December 2017

Commissioned by  
**Department for Education**

Created by



**YOUTH  
SPORT  
TRUST**

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](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. 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:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Staff ups-killing through partnership teaching of gymnastics</li> <li>• Dance club to engage girls</li> <li>• Sampling of new sports including curling, dodge ball, tchuque ball, archery and archery.</li> <li>• PE assessment of KS1 and 2 has taken place ready for target setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Website and notice board need to inform parents of opportunities for their children within our local area – links with local clubs need to be built up.</li> <li>• Continue to develop the range of sports available to pupils but train staff and purchase equipment to make curriculum sustainable – staff areas of expertise.</li> <li>• Develop 30 mins / day sport opportunities and resources</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters?	<b>We are a first school and do not have year 6. We <u>do</u> send pupils swimming once a week for a double session (1hr) for 6 weeks in both Year 3 and Year 4</b>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<b>NA pupils only start swimming in the summer term.</b>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<b>NA pupils only start swimming in the summer term.</b>
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?	<b>? Do Year 3 and 4 still have 2 hours of PE on top – if so we can use funding to supplement.</b>

\*Schools may wish to provide this information in April, just before the publication deadline.

## 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: <b>2017/18</b>		Total fund allocated: <b>£17200</b>		Date Updated: <b>23/03/18</b>	
<b>Key indicator 1:</b> 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					Percentage of total allocation: <h1 style="color: blue;">31%</h1>
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p><b>To encourage more pupils to walk, scoot or ride to school.</b></p> <p><b>To improve active play at break-times to ensure most children take part in physical exercise eg running or throwing games.</b></p> <p><b>To introduce the daily mile to ensure all pupils undertake at least 10 mins activity each day.</b></p>	<p><b>Travel tracker set up with reward pins for those who walk, scoot or cycle to school one or more times each week.</b></p> <p><b>Purchase playtime equipment. Produce ideas for dinner ladies to use to set up organized play.</b></p> <p><b>Companies were approached to help with markings and launch.</b></p>	<p><b>£200</b></p> <p><b>£400</b></p>	<p><b>Tracker is completed and pins handed out. Increased number of pupils seen to walk, scoot or ride to school.</b></p> <p><b>100% of children said that they were more likely to run around and play once playground toys were introduced.</b></p> <p><b>Due to staffing changes dinner time supervised play activities have not taken place regularly enough.</b></p> <p><b>Due to new building works this project has been delayed until next year.</b></p>	<p><b>Look at investing in scooters / better storage for bikes &amp; scooters to encourage more pupils to ride to school.</b></p> <p><b>→ Train Y4 pupils to be sports leaders and run playtime activities (Buy caps or hoodies for them to wear £60)</b></p> <p><b>→ Wake us shake up could be used in class or move to music activity as a substitute in the short term. (£30 to buy music)</b></p>	

<p>To engage more girls in physical activities and after school clubs</p> <p>To get more children active at playtimes when our new school is built.</p>	<p>Dance club set up on a Friday using a specialist coach.</p> <p>Improving yard facilities and play equipment / introduction of a trim trail / basketball hoops etc to allow field use all year.</p>	<p>£720</p> <p>£5400</p>	<p>All girls offered a place took it up. Attendance of the club is excellent and pupils are enjoying physical activities. Class teachers have seen improved confidence in some children. Nearly all girls said they might join other sports clubs if offered.</p> <p>NA (We are currently undergoing a school rebuild and as a result these funds have been earmarked ready for improvements once the new school is built in December 2018.)</p>	<p>→ Continue to run the club and identify other children who may benefit.</p> <p>→ Identify boys who may need targeting and a suitable sport to engage them.</p>
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Reward assembly on Fridays allows pupils to bring in and share awards for sporting achievement (either from in school or externally achieved) which helps raise the profile of sport and gets other children interested and motivated.	Assemblies taken by Headteacher on Fridays.	£0	Pupils are excited to bring in and share their awards. Staff have noticed more and more children taking up sports outside of school eg gymnastics as pupils have obviously been telling their parents what is going on.	→ Try and ensure every pupil takes part in at least 1 celebration assembly for sporting achievement.
PE specific notice board set up to display the core values of PE and to display pictures of children achieving their goals	Choose a suitable location for the notice board and have it fitted if required. Use Newcastle Sports Service to advise on content.	£150	Notice board displays the key values for sport within our school. Pictures and results are used to celebrate school achievements.	→ Create a parents board where links with local clubs can be shared. → Create a page on our website where links with local clubs can be shared.
Fundraising activities to support causes the pupils relate to.	Pupils to choose (school council) sporting events we could take part in to help raise money for charity.		School had a sports themed day in March to raise money for Sports Relief. The school registered for the Cancer Run in May 2018.	NA
To make PE seem more important pupils PE kit will be monitored more closely and staff will be bought Sports Jumpers to wear when delivering sport.	Review and define school PE kit expectations and remind parents through newsletters that correct PE kit should be brought to school each day.  Order samples of sports jumpers and then order them for staff.	£250	All children to wear correct PE kit for school and are proud to do so.  Staff wear correct kit for PE resulting in pupils also improving their dress code.	→ Subsidize parents with introduction of new PE kit £600  → Further reviews of staff and pupil PE kit once the new school building and logo are completed.
To record sports day achievements for longest / fastest pupils	Buy record book & plaques to display. Events run and recorded.	£100	Pupils compete and records are recorded each year.	→ Continue to get plaques engraved.

<p>Pupils will be assessed for basic PE skills. This will enable targets to be set with clear goals.</p> <p>School Website / Twitter</p>	<p>Newcastle Sports Service to run a screening event to assess each pupil in KS1 and 2 for basic skills eg balance. Results to be fed back to staff in a twilight with possible actions to move forward. Teachers to put together targets for pupils and use the information to inform their trackers.</p> <p>Use class blogs and Twitter to share sporting successes with parents.</p>	<p>£400</p>	<p>Assessment screen has been carried out and staff were able to watch each activity and learn the importance of different skills.</p> <p>We will be discussing the results in the summer term and setting targets to share with pupils / to inform planning.</p> <p>Blogs are completed and parents comment on activities.</p>	<p>→Pupils to be re-screened next year and progress measured.</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:
				22%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<b>Staff audit of sports confidence to identify areas for support.</b>  <b>Specialist Gymnastics coach to work alongside teaching staff in R→ Y4 classes to develop a progression of teaching activities and resources.</b>	<b>Book coach (Mrs Smurthwaite) and plan in blocks of 6 lessons.</b>	<b>£1750</b>	<b>Staff feel more confident in teaching Gymnastics. Staff have a sequence of lessons the can follow and develop in future years. There is a clear progression in skills as children progress through the school.</b>	<b>→ New audit of PE to identify further areas staff would like support</b>
<b>Specialist sports provider to support Y1 in preparing for a dance festival</b>	<b>Coach to attend a weekly slot on a Friday afternoon for 1 hr to work alongside the class teacher to develop a dance for a festival.</b>	<b>£300</b>	<b>End of spring Term</b>	<b>→What do Year 2 and 3 need support in?</b>
<b>Specialist sports provider to support Y4 teacher in introducing a new sport to the curriculum – Tri Golf</b>	<b>Coach to develop and deliver alongside the class teacher a sequence of Tri Golf lessons. Resources and planning should enable this to be continued in future years.</b>	<b>£275</b>	<b>Summer Term</b>	
<b>Network Meetings and Membership to Newcastle Sports Service to ensure that the subject leader is confident to lead the subject and is up to date with latest initiatives.</b>	<b>Join at bronze / silver level to ensure network meetings are attended and action planning is completed. Staff release time for planning meetings.</b>	<b>£1420</b>	<b>The subject leader attends network meetings and is up to date with initiatives and key responsibilities. Opportunities are highlighted to staff for events and development. Support with action planning received.</b>	

<p>Following training at networks, pass on knowledge to the rest of the staff so that activities can be incorporated into future lessons.</p>	<p>Book in staff meeting / twilight slots to allow for time to share ideas OR pay for supply to release subject leader to demonstrate within lessons.</p>		<p>Activities are used and impact on pupils enjoyment / engagement and progress. (→handball Autumn term, Warm ups Spring Term, Summer term????)</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>Curriculum: Pupils in all classes will continue to follow the national curriculum receiving Dance, Gymnastics, Multi-skills and Athletics lessons. In KS1 pupils will play simple throw and catch games like bench ball and indoor rounders, while older pupils in KS2 will play more formal sports including basketball, netball, hockey and badminton.</b></p> <p><b>Pupils in Year 4 to learn to play Tri Golf and Squash</b>  <b>Pupils in Year 3 to play dodge ball</b>  <b>Pupils in Year 2 to try handball and / or curling and skipping.</b>  <b>Pupils in Reception to use balance bikes.</b>  <b>Pupils in EYFS to use little kickers.</b></p> <p><b>Extra Curricular:</b>  <b>KS1 pupils to have the chance to join archery and curling clubs</b>  <b>KS2 pupils to have the chance to join tchouke ball, girls dance and cricket club</b></p>	<p><b>Tri Golf equipment lent to provider to plan a 6 lesson progression to be delivered in partnership with the class teacher.</b></p> <p><b>Gosforth squash club to be invited to school to deliver a 6 week block of lessons.</b></p> <p><b>Provider to be identified for dodge ball. Equipment to be delivered. 6 week block of lessons to be planned by provider and delivered in partnership with class teacher.</b></p> <p><b>Class teacher to receive training on handball then deliver in class. – resources to be purchased (balls)</b></p> <p><b>Curling eqt to be ordered (£250)</b></p> <p><b>Teacher to observe delivery of sequence of lessons at after school club then deliver in class.</b></p> <p><b>Balance bike provision to be sourced and booked.</b></p> <p><b>Little kickers to be booked. (check PE timetable for clashes)</b></p> <p><b>Premier sports to be used to deliver extra curricular activities with the exception of dance provided by Newcastle Sports Service and cricket by Northumberland cricket.</b></p>	<p><b>£250</b></p> <p><b>£200</b></p> <p><b>£350</b></p> <p><b>£0</b></p> <p><b>£250</b></p> <p><b>£?</b></p> <p><b>£?</b></p> <p><b>£500</b></p>	<p><b>Lessons delivered, plans in place and teacher confident using resources.</b></p> <p><b>Lessons delivered, plans in place and teacher confident using resources.</b></p> <p><b>Lessons delivered, plans in place and teacher confident using resources. Balls ordered if needed.</b></p> <p><b>Teacher receives training / observes club, plans in place and teacher confident using resources. Curling Eqt ordered.</b></p> <p><b>Balance bike course run</b></p> <p><b>Little kickers course run</b></p> <p><b>Clubs to be booked and advertised to parents. Uptake to be full.</b></p>	<p><b>Plans in place and teacher to be ready to deliver in following years. Teacher to deliver CPD if required for other staff.</b></p> <p><b>NA – specialist eqt and training needed – better to build links with the club.</b></p> <p><b>Plans in place and teacher to be ready to deliver in following years. Teacher to deliver CPD if required for other staff.</b></p> <p><b>Plans in place and teacher to be ready to deliver in following years. Teacher to deliver CPD if required for other staff.</b></p> <p><b>Cost out balance bike purchase</b></p> <p><b>Buy little kicker goals – could staff be released within school to deliver?</b></p>

				Registers to inform which clubs are popular. Train staff in these areas (TA's)
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
<p>Being a school that is remote to the rest of our trust a large proportion of our funds have been set aside to enable coach travel to and from events.</p> <p>5.1) Increase competition internally within curriculum time</p> <p>5.2) Increase competition during extra curricula activities</p> <p>5.3) Increase participation in competition against other schools.</p>	<p>5.1) Pupils are generally taught sports in blocks of 6 weeks. Lessons generally take the format of warm up → skills however we are keen to provide a block of time at the end of lessons or in the last session of the 6 to introduce competitive games. Example1 → in KS1 following multi-skills work on balance throwing and catching pupils in Year 2 will play competitive matches of bench ball. Example 2 → in the summer term there will be 4 key events chosen for which each class will record official distances and times eg 60m sprints. These records will be kept in a log so children can try and break the school record. In addition the same 4 events will be used competitively in a sports day event.</p> <p>5.2) Premier sports will run a competitive session at the end of each block of work in which children will compete in small teams and will be</p>	<p>£100 cost of certificates, stickers and medals for sports day</p> <p>£0 (Funding declared in section 4)</p>	<p>Lessons and / or lesson plans demonstrate competitive element.</p> <p>Athletics records set up.</p> <p>Sports day takes place.</p> <p>Premier sports delivers competitive elements - photos taken and medals</p>	<p>Introduce termly sports week with class team competitions. As identified in section 4 t</p> <p>raining and resources for successful clubs will be identified and staff (TA's) will be trained to run with</p>

	<p>rewarded with certificates / medals.</p> <p>5.3) As part of the Gosforth School Trust, each school has agreed to run a competitive sporting event at some point in the year. We aim to attend at least 50% of these and in doing so ensure as many pupils in KS1 &amp; 2 take part in at least one event as possible.</p> <p>KS2 pupils will be entered into the Gosforth schools football tournament</p> <p>KS2 Girls will be entered into the girls football tournament.</p> <p>KS2 pupils will be entered into the Newcastle schools hockey tournament.</p> <p>KS1 pupils (Year 1) will be entered into the Newcastle Dance festival</p> <p>KS1 pupils (Year 2) will be entered into the Gosforth skipping festival.</p>	<p>£ - Bus travel still to be collated.</p>	<p>handed out.</p> <p>Gosforth trust events are organized. 50% of events are attended.</p> <p>Events listed are entered and attended.</p>	<p>purchased resources including medals / certificates.</p> <p>Gosforth trust to continue to run sports competitions – Heads to agree.</p> <p>Look at agreeing discounted travel / bus sharing / hosting more events to prevent the need to travel / look at the cost of a school minibus.</p>
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