

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

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. **All funding must be spent by 31st July 2022.**

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](#).

Created by:



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## Details with regard to funding

Please complete the table below.

|   |                            |
|---|----------------------------|
| Total amount carried over from 2020/21  | £5,589                     |
| Total amount allocated for 2021/22  | £18,560 + £5,589 = £24,149 |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £6,470                     |
| Total amount allocated for 2022/23  | £18,560                    |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £25,030                    |

## Swimming Data

Please report on your Swimming Data below.

|  |  |
|--|--|
| <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 then transfer to the pool when school swimming restarts.</p> <p><b>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</b></p> | <p>Not applicable - swimming did not take place due to unavailability of swimming pool facilities. Post-Covid lockdown it proved impossible to book any facilities anywhere close to school, including in the city centre.</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><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> <p>Please see note above</p>  | N/A  |
| <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>  | N/A  |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | N/A  |
| <p>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?</p>   | No   |

## 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: 2021/22   |  | Total fund allocated: £24,149  |  | Date Updated: July 2022 |   |
| Key indicator 1: The engagement of all 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:   |
|  |  |  |  |                         | 37%   |
| 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?:  |
| To maintain 2 hours of physical activity.  |  | Provide enough equipment to cater for exciting and varied PE and Games lessons.<br>Timetable of two hours within the curriculum. |  | £8,923                  | Children continued to have 2 hours of PE/Games each week as per our normal timetable.   |
| Provision of Basketball nets around school.  |  | Basketball nets set up around school.  |  | PFI-company provided    | Use of these nets during playtimes and lunchtimes has given further opportunities for pupils to be active and to develop their basketball skills and ball skills more generally – throwing, catching, accuracy. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement   |   |   |  | 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:<br>£0  | 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>True North provider for vulnerable students to spend one day a week developing key skills through outdoor physical pursuits.</li> <li>Orienteering training for staff, and school is mapped for orienteering points around the school.</li> </ul> | <p>True North provide workshops for small groups of vulnerable learners. Activities include abseiling, bike rides, camp fire building and outdoor cooking etc.</p> <p>Staff plan orienteering-based activities.</p> | <p>School funded</p> <p>Project-led funding from Newcastle Sports</p> | <p>Keys skills in the school's 4Rs. Team building skills improved.</p> <p>Developed self-confidence, map reading skills and problem solving.</p> | <p>Continue to use provider with different learners.</p> <p>Staff to plan and develop curriculum activities based around orienteering, leading to cross-curricular opportunities within school.</p> <p>In 2022-23 the plan is to run a city-wide orienteering competition on site at Gosforth East.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |  |                    |  | Percentage of total allocation:          |
|---|--|--------------------|--|--|
|   |  |                    |  | 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: |

|  |   |       |   |  |
|--|---|-------|---|--|
| CPD for staff to develop skills within the following areas:<br>Gymnastics<br>Hockey<br>Rugby<br>Football | Staff can deliver activities within lesson time and as extra-curricular activities. | £ 785 | High quality teaching and learning.<br>Higher levels of engagement in extracurricular sports. | To continue to audit staff skills and provide further CPD. |
|--|---|-------|---|--|

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:

21%

| 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:                           |
| Additional achievements:  |  |                    |  |  |
| <ul style="list-style-type: none"> <li>Professional Coaching for Basketball from Newcastle Eagles</li> </ul>  | Weekly basketball sessions                                       | £518               | More children playing basketball and bigger demand to play basketball in social times.   | Invest in more basketball hoops outside.                           |
| <ul style="list-style-type: none"> <li>Professional Football coaching</li> </ul>  | Afterschool club   | £1,090             | High uptake  | To continue in school.   |
| <ul style="list-style-type: none"> <li>Cycling opportunities</li> </ul>   | Sessions for children to cycle, maintaining bikes etc.           | £697               | Higher increase in pupils safely cycling to school. Greater awareness of cycling safety. | Bike club to continue.<br>Bikeability to continue.                 |
| <ul style="list-style-type: none"> <li>Kickboxing</li> </ul>  | Afterschool club   | £930               | High uptake across all of these after school clubs                                       | To continue in school and to expand the variety of clubs on offer. |
| <ul style="list-style-type: none"> <li>Karate</li> </ul>  | Afterschool club   | £250               |  |  |
| <ul style="list-style-type: none"> <li>Handball</li> </ul>  | Afterschool club   | £900               |  |  |
| <ul style="list-style-type: none"> <li>Squash</li> </ul>  | Afterschool club   | £760               |  |  |
|   | Curriculum delivery  |                    |  |  |

| Key indicator 5: Increased participation in competitive sport   |   |   |   | Percentage of total allocation:   |
|---|---|---|---|---|
|   |   |   |   | 12%   |
| 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:  |
| School enters local, regional and national sporting competitions:<br>Football – L,R<br>Basketball – L, R<br>Squash – L, R N<br>Athletics – L , R<br>Cross Country – R<br>Badminton – L R<br>Climbing – L<br>Table Tennis – L<br>Cricket – L | Ensure that children have the opportunities to take part in a variety of sporting competitions. | Climbing £192<br>Squash £512<br>Athletics/Cross Country - £1000<br>Cricket - £10<br>Football - £235 | Children have a wide range of success in many sports in all these areas.  | To continue.  |
| Interclass competitions in all curriculum areas – sports ambassadors were introduced to lead and encourage increased participation.   | Training sports ambassadors to lead sporting activities, develop social skills.                 | £167  | Sports ambassadors arrange sporting activities for all children in school leading to an increase in engagement. | To continue the profile of Sports Ambassadors and the possible roll out of other ambassadors in different curriculum areas. |
| Service level agreement for competition sports.   | Allows for local competitive sports to take place.  | £710  | Children compete in competitions led by the Newcastle Sports Service.   | To continue to buy into this agreement.   |

|                 |             |
|-----------------|-------------|
| Signed off by   |             |
| Head Teacher:   | T J Stout   |
| Date:           | July 2022   |
| Subject Leader: | K. Jordan   |
| Date:           | July 2022   |
| Governor:       | P Patterson |
| Date:           | July 2022   |