

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:

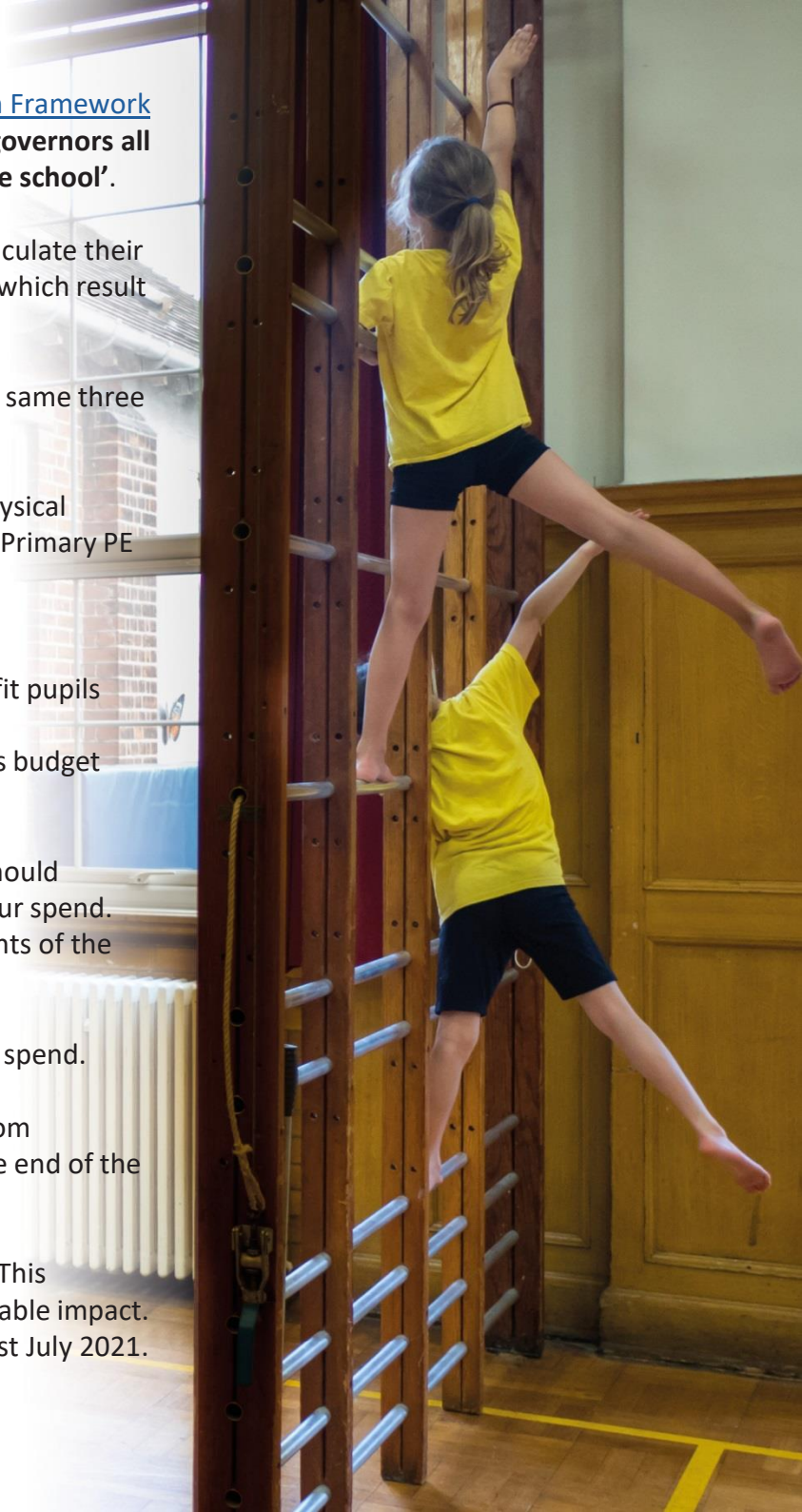
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk 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 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Maintained the bronze School Games Award. - P.E. has continued to be taught during Covid and lockdown. - Engagement in home learning. - Home learning encouraged and grew family engagement. - Physical afterschool clubs have returned. - Encourage active travel by maintaining storage facilities for bike and scooters. - Continuation of Newcastle United Foundation coaching to provide high-quality learning experiences for pupils. - Upskilling with Newcastle United Foundation staff resuming P.E. CPD. - Playground ‘buddies’ trained in year. - Introduction of ‘real PE’ schemes of work from Y1-Y6 from Autumn 2021. - After COVID 19, we are now more actively participation in competitive events. 	<ul style="list-style-type: none"> - Re-start swimming provision at Concordia Leisure Centre with more year groups again but use a more strategic approach by delivering it to different year groups so we can enable children to catch up from the progress they missed this year. - Continue to aim for the Silver School Games mark assuming competition can resume. - Continue to support the less advantaged and less able through targeted interventions and more informed planning based on P.E. assessment outcomes. - Develop and grow links with outside agencies and community partners, especially to offer after-school clubs and specialist coaching for our pupils. - Become a ‘Healthy School’. - Have specialist Y6 sports leaders trained in school.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2020/2021 £0
+ Total amount for this academic year 2021/2022 £17,000
= Total to be spent by 31st July 2022 £17,000

<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 2022.</p> <p>Please see note above.</p>	93%
<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>	93%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	Yes/ 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: £	Date Updated:		
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:	
			21%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>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:</p> <p>To continue to grow the opportunities available for children to engage and achieve 30 active minutes daily.</p> <p>To continue to encourage children to engage in activities each day so they achieve their 30 active minutes.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> Review and increase after school club provision and ensure every year group has an opportunity to engage. Revise and refresh the after-school programme each term. Train young leaders to deliver activities during break and lunch times in the KS1 yard. Develop club links with external providers to signpost children to physical activities and sport activities outside of school. Rota of activities at lunch and break-time and improvement in equipment to encourage activity in periods of free time. Investment in outdoor play equipment to improve provision. 	£3500	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> Children understand the benefit of daily exercise. Where possible after school clubs have been provided for physical activity for KS1 &2. Year 6 (selected students) trained as playground leaders. Well-being and benefits of exercise promoted in assemblies and through PHSE curriculum. 	<ul style="list-style-type: none"> Promote ‘Real PE’ through CPD to staff and to engage new staff to take part. Reconnect, maintain and strengthen links with external clubs. Develop 10 children in year 6 to become the new playground buddies Engage with them on their role in assisting with promoting sport. Children trained as young leaders in year 6 to be supporting KS1 yard with games during playtimes.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				16%
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>To celebrate the achievements of our children.</p> <p>To continue to grow and develop our young leaders to help them to engage in leadership opportunities relating to P.E. and School sport.</p>	<ul style="list-style-type: none"> • Celebration assemblies established and timetabled. To celebrate schools and outside sporting achievements. • Sports day. Timetable, organise and promote. Invite parents. • Promote and encourage parental engagement and involvement. • Promote parental attendance at competitive fixtures. • Train young leaders to deliver activities to promote sport amongst peers (external provider) ready for the 2022/23 academic year. 	£2700	<ul style="list-style-type: none"> • Bronze School Games Award maintained. • Celebration assemblies/ timetables for every Friday. • Social media and website used to report sporting success. 	<ul style="list-style-type: none"> • Use lessons learnt from the lockdown home schooling to develop and implement strategies to encourage parental engagement and involvement in their children's active lifestyle activity levels, wellbeing and health. • Restart the process of selecting and training young leaders for next academic year. • PE lead to continue to monitor support and services available through NCC and School Games events. • Continue with young leader training in Year 5 and ensure it reinvigorates to support the KS1 yard.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				59%
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>To continue to increase the confidence and competence of teachers in order to deliver high quality P.E. and improved outcomes for children.</p> <p>Through the purchase of 'Real PE' scheme and staff training lead by Real Pe providers for all teaching/HLTAs.</p> <p>Purchase of provision from Newcastle United Foundation, providing one afternoon of sport per week.</p>	<ul style="list-style-type: none"> • P.E. assessments to be carried out by class teachers with support of Newcastle United Foundation coach. • PE lead to plan curriculum ensuring as best can that staff can prepare pupils for festival and competition. • PE Lead to attend CPD sessions as part of the Real PE offer. • CPD training on Real PE to encourage staff to get involved and introduce to new staff. 	£10,000	<ul style="list-style-type: none"> • Real PE Curriculum planned for the full year and carried out. • Headteacher/DH continued to Engage and meet with Newcastle United Foundation lead, Alex Curran. • Members of teaching staff and HLTAs observed Newcastle United Foundation sessions weekly in order to improve knowledge of key skills being developed and to allow them to use strategies in own teaching. 	<ul style="list-style-type: none"> • Knowledge Organisers produced by PE leads are used to support the curriculum plans. • Ensure Newcastle United Foundation staff support SSPP staff in assessing pupils' progress.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Continue to Encourage children to participate in additional opportunities outside of the traditional PE Curriculum offer.	<ul style="list-style-type: none"> Engage in opportunities from other external providers Promote opportunities from external clubs and deliverers that the children and families can engage in outside of school Prepare and participate in the Northumberland Catholic Schools Partnership – employ and external dance coach to choregraph and prepare the children for the event. 	£500	<ul style="list-style-type: none"> PE board, assemblies, social media and website used to promote achievements and engagement for children and families outside of school. Participation in events. After-school club participation. 	<ul style="list-style-type: none"> Continue to attend competitions and events as they arise through the academic year. Continue to use the PE board, assemblies, social media and website to promote achievements and engagement for children and families outside of school.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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:
Continue to raise and encourage participation in competitive opportunities.	<ul style="list-style-type: none"> Continue to engage with the school games programme and increase number of competitions children enter. Apply for school games mark, target silver. Engage in the Catholic Competitions opportunities offered e.g. Catholic Cup football for KS2. Engage in additional; competition opportunities offered from external providers e.g. ENSFA football. Provide transport to and from events for pupils. 	£1000	<ul style="list-style-type: none"> We have taken part in the ENSFA small-school 7-a-side football competition this year – pupils thoroughly enjoyed the experience and finished 4th in the competition. Y3/4 and Y 5/6 football team to participate in ‘Catholic Cup’ football event in June 22. Sports days held in July for all year groups. Bronze school games mark held. 	<ul style="list-style-type: none"> Continue to engage in competition opportunities where possible, particularly in a broader variety of sports. SA to attempt to establish closer links with neighbouring primaries to promote local competitions. Contact Cramlington Learning Village to assess viability as host.

Signed off by	
Head Teacher:	Charlotte Chapman
Date:	19.07.22
Subject Leader:	Stephen Anderson
Date:	19.07.22

Governor:	Kevin Dawson
Date:	19.07.22