

# 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](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.

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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£17,740
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£17,670
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£17,670

## 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>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 2021.</p> <p>Please see note above</p>	95%
<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>	88%
<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: 2022/23		Total fund allocated: £17,740		Date Updated:14.7.23	
<b>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</b>					Percentage of total allocation: 0.3%
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:
Introduce active learning strategies to further increase pupil participation in Physical activity.	A group of KS2 children have taken part in 'Sports Leadership' training. This needs to be collaborated and implemented into a timetabled routine.		£68	Children are engaged in Physical activity in all weather conditions. All pupils involved in 30 minutes of additional activity every day.	Active strategies embedded into lessons across all year groups throughout the school day.
Utilise the trained children (sports leads) to run more events during lunchtime play so that more children are actively engaged. Lunchtime supervisors have been trained by GSSP and should assist/support/encourage.	Lunchtime supervisors who have been trained in active play to support sports leads in implementing training.  Children to gather more ideas from other pupils across the school for forthcoming clubs.			Children more active at play times and lunchtimes. Stronger pupil voice within the organisation and delivery of P.E. within school.	Organise monthly meetings to discuss games rotations and timetable for yards and monitors.
Have more of a variety of equipment available to children on the yards – development of gross motor skills; improve health & wellbeing; maintain a healthy weight.	Buy additional equipment to support the new activities in school Sports Ambassadors organise different equipment on the school yards.  Offer a wider range of clubs such as Karate, football, multi skills and athletics. Both school run and coach led.			New Water bottles to ensure correct hydration during physical activities	Equipment to be clearly organised so that sports leads can access and make best use of them.
				Children become more active after school.	Consider questionnaire to parents as to what are the most popular after school active clubs.

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 20%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Engage with Gateshead School Sport Partnership - greater emphasis, pride and understanding.	Access both the Core and Premium Service level agreement Actively engage with the School Games programme /resources / tools.  Implement core tasks and ensure all teachers are tracking progress.	£3,721	Opportunities for children to show case their skills and compete with other schools. Emphasis is placed on participation/engagement.	Engage more with Awards through the Gateshead SSP.
Utilise NUFC Coaches for CPD. Little Kickers Coaching	Children are aware of the importance of physical education	£ see below	Children are willing and motivated to be more active.	Subject lead to monitor use of core tasks and tracking progress.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 93%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 skills of all staff when delivering PE in school - greater emphasis, pride and understanding.</p>	<p>Provide qualified/specialist sports coaches to work with staff and children in school.</p> <p>NUFC coaches to teach one lesson a week where teachers will be actively involved and up-level their skills base.</p> <p>Little Kickers coaching to up-level skills.</p> <p>Staff to engage with the centrally organised CPD programme which is offered by Gateshead SSP.</p> <p>Staff PE clothing to ensure PE is taught comfortably.</p>	<p>Commando Joe</p> <p>£6900 – NUFC</p> <p>£990 – Little Kickers</p> <p>£200</p>	<p>Confidence, knowledge and skills of PE Co-ordinator and then subsequent staff is continuing to be increased.</p> <p>The teaching of skill in PE is of a higher standard.</p> <p>Staff have more knowledge and awareness of local and national development programmes on offer. They have also gained more knowledge on 'Safe Practice'.</p> <p>Better subject knowledge for all teachers and Teaching Assistants.</p> <p>Wearing correct clothing sets a good example to students.</p>	<p>Review schemes of work that we have.</p> <p>Continue working with specific staff on certain sports.</p> <p>This will lead to sustainability as all staff will be supported to feel confident to deliver PE and sport within and outside of the curriculum.</p> <p>Continue to develop an understanding of the different sections in order to promote PE to a wider community.</p>
<p>Development leadership and subject knowledge of the PE-co-ordinator. The role of PE / Sports Co-ordinator to be further developed and given a higher profile in school - greater emphasis, pride and understanding; higher quality PE lessons, more active children.</p> <p>Increase skills of all staff when delivering PE in school - greater emphasis on active learning through play. Introduce Stomping grounds Forest School and develop a school-wide appreciation of benefits.</p>	<p>PE Co-ordinator to review training needs of all staff teaching P and ensure that all staff are aware of what equipment we have.</p> <p>PE co-ordinator to attend regular PE cluster meetings.</p> <p>Create an outdoor learning environment for children and staff to utilise throughout the year for active learning.</p> <p>Staff will be trained in the advantages of forest school and engage with the</p>	<p>£8580 Stomping Grounds</p>	<p>Involvement with more inter school events not just competitive, but also through friendlies.</p> <p>A Forest School is an outdoor learning environment with a child-centred learning process that focuses on play, exploration and supported risk-taking. Both problem-solving and self-discovery are important features of Forest Schools. Encouraging children to learn through hands-on experiential learning in a natural setting helps to develop their confidence and self-esteem. Teachers</p>	<p>Continue attending cluster meetings and PE conference. Liaise with local clubs</p> <p>Continue to utilise Forrest School area and up-level teachers skill through ongoing training.</p>

	programme to increase physical activity during the teaching day.		and TA's get CPD from observing forest school.  Forest Schools encourage children to be physically active. The variety of sessions and activities that are offered provide a host of learning experiences for the child. As well as the physical and educational benefits of attending a Forest School, the social and emotional development of the child are at the forefront of Forest School learning.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				4%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>Utilise sports coaches, volunteers or other 'free' sports providers to support school sport.</p> <p>Increasing range of PE and sport throughout school offered to all pupils – improve confidence, motivation, self-esteem.</p> <p>Increased range of sport offered to pupils in PE after school clubs - improve confidence, motivation, self-esteem.</p> <p>Increase attendance of intra-sports competitions post covid. GSSP/St Thomas More Cluster events.</p>	<p>Liaise with different providers to come into the school and work with the children as well as upskilling staff. Rising Stars Cricket</p> <p>Attend all Gateshead SSP meetings. Create links with local sporting and physical activity providers.</p> <p>Transportation running costs incurred. Staffing costs (overtime).</p> <p>Staff to continue implement Commando Joe scheme throughout the school – encouraging problem solving, team work and communication skills.</p> <p>Skilled sports coaches employed to deliver high quality sessions after school.</p> <p>Use external providers to give taster sessions of after school clubs. Karate, Irish Dancing, gymnastics etc</p> <p>Run bikeability courses for children.</p> <p>PE lead to organise diary and attend GSSP/Cluster events to encourage competitiveness, attainment and pride in PE.</p> <p>Staff to utilise Forrest School area and encourage new skills development (as above).</p>	<p>£0 – incorporated costs above.</p> <p>£695</p> <p>As above</p>	<p>More and varied programme of sporting activities and PE lessons throughout the school.</p> <p>Children are involved in both intra and inter sporting events.</p> <p>Better subject knowledge for teachers and TA's. Commando Joe's 7 attributes will be embedded and children will be gain new skills.</p> <p>All children partake confidently and happy in all PE activities.</p> <p>Any pupils who were reluctant are now more engaged and want to take part and try out new activities.</p> <p>Children will attend events and learn the skill &amp; values of competitiveness, teamwork, and communication. Children will be proud to win awards and learn reliance from losing.</p>	<p>Successfully timetable and implement Commando Joe's programme and track children's progress.</p> <p>continue to implement taster sessions. Look for additional clubs</p> <p>Continue to attend events</p> <p>Continue to utilise resources and improve staff skills through additional training.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Included above %
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:
To encourage more pupils throughout school, particularly girls, to become more involved in competitive sport.  To develop competitive traits in relation to personal best and develop determination; improve teamwork; improve overall health and wellbeing; development of gross motor skills; greater pride emphasis and understanding placed on participation.	All pupils throughout school have the opportunity (through trials) and are encouraged to partake in inter school festivals and competitions.  Where possible, take more than one team to a sporting event.  Use the Gateshead SSP cluster calendar to ensure children compete against other schools.	Travel costs (diesel, and servicing of minibuses) and staffing costs as above.	Students have participated in regional events with SSP and local events with the St Thomas More cluster.  We have completed GSSP virtual competitions and achieved a GOLD award.  Children are developing more confidence and resilience in competitive sporting events. More children are now trying out in the trials for school teams.  There has been a steady increase of children partaking in competitive sporting activities and competitions.	Increase number of teams entering events.  Enter more selected events, including girl specific events.  Encourage more children to try out for school teams.

Signed off by:	
Head Teacher:	Joanne Woods
Date:	21.7.23
Subject Leader:	Mr Stewart - Tilling
Date:	21.7.23

Governor:	Patrick Garraghan
Date:	21.7.23