



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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 July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Playground Leaders have been trained and are implementing an active, purposeful playground. This has helped to contribute to our Active 30 minutes in the last academic year. - Playground Leaders implemented new Personal Best activities. - Two successful Gold Sports Mark applications. - New playground markings funded by the PTFA. 	<ul style="list-style-type: none"> - Pledge - Active Minutes further implemented via Brain Breaks - Change 4 Life Clubs during lunch time all year. - Commence Daily Mile across the whole school.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 3* 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 3* cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 3* cohort perform safe self-rescue in different water-based situations? *We are a First School. This data was not gathered due to COVID-19.	%
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?	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: 2019/20	Total fund allocated: £19000	Date Updated: July 2020 £18135, 96.6%, considerations given to activities if COVID19 had not occurred.		
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				Percentage of total allocation: 1.6%
Intent	Implementation		Impact	£300
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:
Intent: More children will be active at play times instead of waiting for equipment.	School Council to vote for equipment the children would most like to use. PE coordinator to purchase new equipment for play time shed.	£300	Children had a variety of resources to choose from. More children spent time actively playing a game rather than observing or walking around the school yard. Teamwork skills have developed.	Continue to work with lunch staff to promote timetable.
Intent: Children will have more purposeful play times and remain active for longer.	PTFA raised funds last academic year to update our playground. Implement during July/August 2019. Autumn: Children to have time to explore the new markings and apparatus. Spring onwards: Playground Crew to implement court timetable.	PTFA Donations	As a result of the updated playground, and the use of Playground Crew members, children are keen to join new activities and less children are trying to stay inside.	Continue to train Playground Leaders annually. Continue to offer Personal Best tasks. Further develop playtime kits.

<p>Intent: Children to have more purposeful play times and remain active for longer.</p>	<p>Train Playground Leaders and nominate two representatives for School Council.</p> <p>Playground Leaders to run PB activities.</p> <p>Playground Leaders to implement playground games.</p>	<p>Included in SLA. See KI4</p>	<p>Playground Leaders offered multiple activities each day to younger pupils and promoted a healthy, active lifestyle. Pupils have been observed as more active during playtimes.</p>	<p>As above.</p>
<p>Intent: Children will take part in more productive learning.</p> <p>Children to be active for at least 30 minutes a day.</p> <p>Children's mental and physical health to improve.</p>	<p>Children to take part in Brain Breaks throughout the school day.</p> <p>RW to share ideas. Ensure all classes have an active Go Noodle page.</p> <p>Children to take part in the Daily Mile school-wide initiative.</p>	<p>N/A</p> <p>PTFA Funded 2018/19</p>	<p>Staff have commented on pupils' concentration, particularly when children have been more active in the mornings.</p>	<p>As above.</p> <p>Promote Daily Mile in the mornings.</p>
<p>Intent: Less active children will develop confidence with physical activity.</p>	<p>Staff-led half termly Change4Life Lunch Clubs:</p> <ul style="list-style-type: none"> - KS2 Nurture Group - KS1 Nurture Group - Fit4Life Crew 	<p>N/A</p>	<p>Children have developed their confidence as well as many core values whilst working with RN/RW.</p>	<p>Continue in next academic year, regularly assessing children who we could support.</p>
<p>Intent: Children to become more active throughout lessons.</p>	<p>Implement Move It Maths sessions for Key Stage 1. Book hall slot to ensure there is adequate space.</p>	<p>N/A</p>	<p>Children have become more able to show their answers whilst maintaining a higher activity level. Outcomes have remained high.</p>	<p>Continue in the next academic year.</p>

<p>Intent: Children to know how long they should be active each day, and understand ways they can be active at home.</p>	<p>Regularly recap basic human needs during PE lessons; children will recall the need for 60 minutes of exercise each day.</p> <p>Children to be provided with Change4Life information and website to encourage activity at home.</p> <p>Children to receive invites to local clubs that run in term time and in the holidays.</p>	<p>N/A.</p>	<p>Upon gathering pupil voice, children as young as 5 could explain that we need 60 minutes of exercise each day, how to eat healthily, etc.</p> <p>Children enjoyed many of the physical activities during UK Lockdown 2020.</p>	<p>Continue to share these Change4Life options for home life and promote the family's role in Active 30.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				37%
Intent	Implementation		Impact	£6950
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>Intent: Children are confident and competent in PE.</p> <p>Intent: Children continue to enjoy sport as they grow and develop into adults.</p>	Purchase Gold SLA for curriculum development and wider opportunities – both competitive and targeted.	£2950 per annum	The profile of PESSPA is raised across the school as all children have opportunities to take part, regardless of sporting abilities. Children apply skills they have developed in PE to get their bodies active and try new aspects at festivals.	Purchase Gold next academic year.
<p>Intent: Children will be develop a positive relationship with PE and Sport.</p>	<p>Children to receive 2 hours of timetabled PE per week.</p> <p>Key Stage 1 to receive coaching from Lee Sterry Sports and can then book onto their clubs.</p>	£4000 (£25ph, 38 weeks)	<p>Children now know that they can achieve at a variety of sports due to holistic approach.</p> <p>Children know what/who to expect at new clubs.</p>	Emplly PE & Sport to offer 2 hours of timetabled PE per week across a half term. Focus on different key stages and different strands to gather a variety of new ideas.
<p>Intent: Younger pupils have clear role models throughout the school day, which encourage them to be active.</p>	Playground Leaders	Incl. SLA	Year 4 pupils have made great role models for the younger pupils and encouraged them to take part. Younger pupils aspire to be active and to have a role like the Year 4s in future.	Continue to train Playground Leaders.
<p>Intent: Female pupils to increase attendance/participation.</p>	Increased interest from children in sporting activities by communicating the importance of an active lifestyle with parents via school blog, newsletter and Twitter.		Dance was oversubscribed as in previous years. Confidence developed in own abilities over six weeks.	Offer dance in other half terms to allow more children to take part.

	<p>Children actively use PE noticeboard which updated with pictures and events.</p> <p>Provide female dominated activities, e.g. girls' rugby, dance, netball.</p>			
<p>Intent: Whole-school improvement with increased wellbeing and attention amongst pupils.</p>	<p>Children offered more physical opportunities.</p> <p>Children offered brain breaks between lessons.</p> <p>Children offered techniques to support their wellbeing, e.g. breathing, stretching, yoga, etc.</p>		<p>Staff have commented on pupils' concentration, particularly when children have been more active in the mornings.</p>	<p>Continue to develop this and promote the benefits.</p>
<p>Intent: Children enjoy sports outside of school.</p>	<p>Children enjoy a different variety of sporting events each half term.</p> <p>Promote local links with parents via school blog, newsletter and Twitter.</p>		<p>Develop lifelong love of health and fitness.</p>	<p>Continue to promote local providers.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
Intent	Implementation		Impact	£618
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:
Pupils become more confident and competent across all areas of the PE curriculum.	<p>Lessons well planned: PE & Sport in-school PE & Sport external CPD PE coordinator training FA Primary Teachers' Award</p> <p>Lessons well resourced: Tennis Equipment Gymnastics bench</p>	<p>See K12 £130 (OAA) See K12 £200 – supply</p> <p>£88 £100</p>	Children are beginning to make connections between different activities that they have learnt previously.	Build upon skills taught in previous year groups; encourage the children to make these connections. Staff to use LTP and progression grids to support themselves and pupils.
Pupils confidently compare similarities and differences of sports and apply basic skills to suit.	<p>PE coordinator to observe and feedback to staff.</p> <p>PE coordinator to develop long term spiral curriculum.</p>	£100 – supply	Children are beginning to spot similarities between activities and KS2 children begin to determine which skills apply across our broad and balanced curriculum.	As above.
Pupils' developmental stages are well-documented.	<p>Newcastle PE & Sport Service to track development via assessment.</p> <p>PE Coordinator to provide End of Year Targets.</p>	<p>See K12</p> <p>£100 – supply</p>	<p>Children made their own steps of progress and programs were available to those who required support, e.g. Booster with SLA.</p> <p>Teachers now know who to target in PE lessons.</p>	Staff have been provided with where their children should be by the end of the year, as well as previous year groups. This will enable us to close gaps next academic year due to COVID19.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				44.8%
Intent	Implementation		Impact	£8515
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:
Children experience broad range of sport and activities – competitive.	Gosforth Gets Going Your School Games Competitions Schools 500 Games	See transport See transport See transport	Children have developed many of the core values and enjoyed working as a team. Children have gained experience in new sports that they may wish to take up outside of school. E.g. one pupil 'scouted' by Benfield Gymnastics.	Continue to develop with GST.
Children experience broad range of sport and activities – non-competitive.	Gosforth Gets Going Dance Festival HAL Festivals NUFC Coaching – KS2 C2S Cricket Pilates Tae Kwon Do PE & Sport Package Lee Sterry Extra Curricular Clubs	See transport See transport/KI2 See transport/KI2 £1000 £180 £1200 See KI2 See KI2	Children have developed many of the core values and enjoyed working both individually and as a team.	Continue to develop.
Children aim to lead a healthy active lifestyle.	Wellness Week – July 2020 Basketball Hoopstarz C2S Cricket Tag Rugby	£100 £315 Included above £100 – supply AH	Children would have experienced a new range of activities and these would have been promoted to parents for summer schemes, extra curricular, etc.	Re-engage with providers for 2020/21 year.

<p>Intent: Children will begin to take part in daily activity or sports outside of school hours.</p>	<p>Archibald takeover local Park Run – March 2020.</p> <p>Variety of clubs provided before and after school – see website for options. Subsidise these costs.</p>	<p>N/A</p> <p>£2750 (LS) £600 (Yoga) £1200 (TKD)</p>	<p>Children now know of a variety of clubs in the local area that they can attend.</p> <p>Families now know they can attend the Park Run free of charge.</p> <p>More children are active out of school hours.</p>	<p>Intent: Children will begin to take part in daily activity or sports outside of school hours.</p>
<p>Intent: Pupils access a variety of sports within and beyond PE lessons.</p>	<p>Children’s voices gathered and listened to for Curriculum Teams.</p> <p>Staff can then implement pupil voice.</p>		<p>Children have had opportunities to take part in a variety of new activities, such as pilates and dance at play time.</p>	<p>Continue to develop alongside pupil voices.</p>
<p>Intent: Pupils access a curriculum with a wide variety of activities which change each year.</p>	<p>Children attend HAL events throughout the year.</p> <p>PLEASE SEE EXTRA-CURRICULAR INFORMATION ON OUR WEBSITE.</p>		<p>Applications for clubs continue to be filled this year. Combination of dance/gymnastics for Premier supported their numbers for KS2.</p>	<p>Continue to offer a wide range of activities. Develop OAA for KS2 2020/21.</p>
<p>Intent: Children leave EYFS with GLD in physical development.</p>	<p>Develop Green Zone with new apparatus, bikes, trikes and scooters.</p>	<p>£2270</p>	<p>More equipment or a high standard allows more opportunities to develop gross motor skills at once.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9.2%
Intent	Implementation		Impact	£1752
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:
Pupils that excel in sport have opportunities to play competitively. G&T pupils have opportunities to use their taught skills and core values in a competitive nature.	Schools 500 Games Gosforth Gets Going	£210 + transport See transport	Children would have developed their core values as well as skills taught in PE lessons.	Continue in 2020/21.
All pupils further develop understanding of core values in competitive sports.	Host inter-house competitions for all pupils linked to values. Sports Day – June 2020.	£100 equipment	Children would have developed their core values as well as skills taught in PE lessons.	Continue in 2020/21.
Pupils are able to travel to sporting competitions safely and as a team.	Autumn Term Spring Term Summer Term	£325 £117 £1000	Children would have developed their core values as well as skills taught in PE lessons.	Continue in 2020/21.

Unspent money due to COVID-19 will be rolled over and used towards Gold Level SLA and SLA coaching.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	R. White
Date:	29.7.2020
Governor:	
Date:	