

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> All children take part in at least 2 hours of sport/ PE each week and now partake in a PSHE 'Jigsaw' session in combination with P.E. to support health and wellbeing. In the last 12 months all pupils from Y1 to Y6 have taken part in sporting activities, both individual and competitive team sports such as netball, dance, skiing, swimming, football, Skipping, SAQ, Yoga and rugby, to name a few, during PE lessons. Our children participate in in-house competitions such as sports day as well as taking part in our 'Sports Week' (last held in 2019 due to current Covid-19 restrictions). Our sports day consists of a variety of activities involving Reception to Year 6. Our sports week consists of varied activities such as archery, Flo-Rider, skiing, swimming, roller skating and many more. Children from Years 5& 6 spend at least one half term swimming. Year 6 children who need extra swimming have been identified in order to ensure they meet the end of Year 6 swimming criteria, every academic year. Children from Year 1 – 6 compete in cluster and city-wide tournaments. These are organised by Kepier School and The School Games Association consisting of hockey, netball, rugby, Infant-Agility, SportsAbility, football and many more. A mixed team of Y5 & 6 pupils participate in the SPSNA Netball league every year. The school has focused on up-skilling staff in various sports and sports related activities such as dance, football, netball, SAQ, Girls Active, Real P.E. and Change4Life to improve the standard of P.E. delivered to the children. This has had an extremely positive effect on the staff and children, also the children's development through the delivery of high-quality P.E. sessions. The school also employs a number of sports coaches such as a permanent in-house sports coach and a yoga instructor, which greatly benefits both the children's physical and mental well-being. In the 2019-2020 academic year, we identified the need for additional P.E. intervention for SEND children to enhance their development e.g. co-ordination and social skills. We also aim to improve self-confidence and encourage participation within sporting events. A large number of our staff participated in SAQ training which helps children with essential movement skills such as early movement. This training with the children has supported them and greatly benefited them in participating in external sporting events as well as in day to day life. SEND children are given extra P.E. intervention on a Friday afternoon. We have also identified the need to continue to engage less active girls in physical activity and therefore a member of staff attended a Girls Active course and as a result, a lunchtime club has now been founded, ran by girls, offering a range of different sporting activities, 	<ul style="list-style-type: none"> Continue CPD of staff. Ongoing – to try to have more teams represent the school at Level 3 competition standard. To continue to encourage the incorporation of The Daily Mile into the daily timetable across all year groups. To continue to keep up-to-date with Government guidelines concerning

such as basketball.

Covid-19 Adjustments and Influencing Further Development

- Ensuring all staff are familiar with current Government Covid-19 guidelines and restrictions for the teaching of P.E. in schools.
- Ensuring the organisation of outdoor, non-contact P.E., in groups of 15 or less.
- Sanitising of equipment and hands is paramount and on-going.
- Staff to ensure that all children (including themselves) wash hands before participating in P.E. and before returning to the classroom.
- Staff to ensure that the teaching of non-contact P.E. remains age-related is therefore applicable to the children participating and clear individual progress is being made within the activities taught.
- Before the November 2020 Government up-date of teaching of P.E. in schools, children were participating in both S.A.Q. and gymnastics sessions within P.E. due to minimal contact with equipment. Any equipment used was cleaned and sanitised. Within these sporting activities, children were able to adhere to social distancing rules.

Covid-19 and ensure that they are adhered to during physical activity sessions.

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £0	Date Updated: November 2020
What Key indicator(s) are you going to focus on?			Total Carry Over Funding: £
Intent	Implementation		Impact
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:
			Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 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.	87.5%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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 – usually booster swimming sessions occur within the last term of every academic year, for Year 6 pupils

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: 2020/21		Total fund allocated: £19,540		Date Updated: £19,540 on 30/04/2021	
<p>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</p>					<p>Percentage of total allocation: 50.1%</p>
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?:
<ul style="list-style-type: none"> Brain Gym (Wake-Up-Shake-Up) performed in classrooms twice a day for 10 minute sessions. 1x 15 minute a.m. break and 30 minute active lunch break. Throughout the week there are Reception – Year 6 refereed football matches on the yard. After school clubs which encourage development of sporting skills as well as overall engagement in physical activity 		<ul style="list-style-type: none"> Teachers and sports coaches who deliver sessions. Two internal sports coaches who organise activities for the children. External Yoga coach who delivers sessions. American football coach who delivers sessions. 		£9790	<ul style="list-style-type: none"> Whole school participation in Daily Brain Gym. Whole school participation in Break Time. Pupils attend afterschool clubs which includes sporting activities. Whole school offered American Football and Yoga sessions. Whole school participation in The Daily Mile.
					<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> Continue to support staff in the inclusion and promotion of The Daily Mile within the school daily timetable.

<ul style="list-style-type: none"> Broadening of access and inclusion to a wide variety of sports. Inclusion of The Daily Mile. 				
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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:
				8.1%
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:
<ul style="list-style-type: none"> Weekly celebration assemblies (currently held in class with pupils and teacher only due to Covid-19 restrictions) Half termly newsletters to ensure the whole school and parents are aware of the importance of P.E. and Sport to encourage all pupils to aspire to being involved. Daily brain gym. P.E. notice board in school which celebrates successes and advertises School Sports Council, Change4Life ambassadors, SportAbility, 	<ul style="list-style-type: none"> Achievements celebrated in assembly and newsletters (match results + notable achievements in lessons). Medals/trophies presented in assemblies. Pictures to be taken of sporting teams and club ambassadors to display on board. All staff to continue promote and include The Daily Mile. Creating large A1 visual images to celebrate our children in sport. 	£1600	<ul style="list-style-type: none"> Engagement with a wide range of pupils across the school in sporting activities. Phone calls made to parents in order to celebrate children's achievements. Encouragement of aspiration to represent the school and partake in sporting activities. Children show a keen attitude in completing The Daily Mile and have begun to openly set personal challenges in 	<ul style="list-style-type: none"> Continue to work closely with parents to relaunch 'Celebration Assemblies' once Covid-19 restrictions are lifted. Continue to support staff in the inclusion and promotion of The Daily Mile within the school daily timetable.

<p>Girls Active ambassadors and the success of sporting teams which have represented the team at sporting events.</p> <ul style="list-style-type: none"> • The Daily Mile. • Celebrate children's successes. 			<p>completion of The Daily Mile.</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:
				16.8%
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:
<ul style="list-style-type: none"> In order to improve progress and achievement of all pupils the focus is on up-skilling staff. Power of P.E. P.E. Curriculum Staff utilising programmes and challenges such as Fantastic Four, Newcastle Falcon Rugby Champions, LTA Primary P.E. within afterschool clubs. Use of Fantastic Four programme to promote personal challenges in order to maintain fitness, skill, competitiveness and positive attitude in children during Covid-19 restrictions. Children exposed to a wide variety of sporting activities. 	<ul style="list-style-type: none"> Baseline pupils so that impact can be measured over time. Identify local centres who are running courses in order to up-skill staff. Establish dates when cover is required and appoint staff to cover. Ensure that time is provided for school-based working. Ensure implementation of new schemes and learned skills within delivery of sporting activities. Resources: x30 football kits, shinpads, football goals & nets, 	<p>£2700</p> <p>£600 – CPD</p>	<ul style="list-style-type: none"> Improved subject knowledge for teachers as well as higher competency level in teaching. Subject leader to carry observations on staff and provide effective feedback. 3 staff members received Change4Life training. 2 staff members received Mental Health and Wellbeing Training. P.E. Lead and 1 member of staff attended both School Games P.E. Conferences. 1 member of staff received LTA Primary P.E. online training. 1 member of staff received Newcastle Falcon Rugby 	<ul style="list-style-type: none"> Continue to provide all pupils with the ability to engage in a wide variety of sporting activities.

	<p>orienteeing equipment and celebration posters.</p>		<p>Champions online training.</p> <ul style="list-style-type: none"> • P.E. Lead participating in School Swimming Conference (May 2021). • Pupils have a keen interest and enjoy participating in P.E. and sports activities. • Less engaged pupils are more engaged and keen to participate. 	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p> <p>23%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Additional achievements:</p> <ul style="list-style-type: none"> • Our school continues to offer a wide range of activities both within and outside of the curriculum in order to get more pupils involved. • Focus particularly on those pupils who do not take up additional sporting and P.E. activities (Girls Active, SportsAbility & C4L). 	<ul style="list-style-type: none"> • Continue with involvement of both internal and external coaches to work with children and staff during the weekly timetable, Gifted and Talented sessions, SEND sessions and in after school clubs. 	<p>£4500</p>	<ul style="list-style-type: none"> • Positive feedback from pupils as well as parents. • Clear progress made within sporting activities by all children. • A keen interest from children in a wider variety of clubs through a wider participation. 	<ul style="list-style-type: none"> • To continue to build positive links with the centres. • To continue to build positive links with external coaches. • To ensure re-establish links with Hetton Swimming Pool in sight of Covid-19 restrictions being lifted.

<ul style="list-style-type: none"> • Continue with 'Sports Week' as this offers a wide variety of sports for all pupils • Our school offers a wide variety of after school clubs, all having a high attendance rate. • Our school has an external Yoga instructor, who delivers P.E. sessions, extra intervention sessions to vulnerable and SEND children as well as an afterschool Yoga club. • An internal sports coach offers an American Football club to all children across the school. 				
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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:
<ul style="list-style-type: none"> 2019-2020 We identified the need for additional P.E. intervention for SEND children to enhance their development (i.e. co-ordination and social skills) but also to improve self-confidence and encourage participation within sporting events. A staff member attended an F.A. Girls Active course which focuses on the engagement of less active girls (specifically upper KS2) to encourage participation in sport as well create a positive link between sporting activities participated in within primary school and onto secondary school. Through on-going Change4Life training within each academic year, the need to engage less active pupils is paramount. A C4L club is held during every 	<ul style="list-style-type: none"> Staff trained in S.A.Q. to deliver sessions to the identified children in order to help improve co-ordination, mobility and motor skills. F.A. Girls Active club held during two lunch times where the club ambassadors organise a range of sporting activities, supported by an internal sports coach. Our internal sports coaches run our C4life club within every Breakfast Club as well as on a Friday afternoon which provides less active pupils with the opportunity to participate in a range of sporting activities. 	£350	<ul style="list-style-type: none"> Parental feedback is positive for the improvement they have seen within their children. Positive feedback from the children. Increased self-esteem and confidence shown by willingness to participate in future events. Increased participation in lunchtime clubs as the weeks progress. 	<ul style="list-style-type: none"> Try to have more teams represent the school at Level 3 competition standard once Covid-19 restrictions are lifted. Review assessment system to find essential areas and criteria to aid pupils' development.

<p>breakfast club and also on a Friday afternoon.</p> <ul style="list-style-type: none"> Two in house sports coaches to promote participation in competitive sports and skill development. 	<ul style="list-style-type: none"> In previous academic years, we have made sure that pupils from KS1 have access to extra external events and competitions which are available such as 'KS1 Infant Agility'. Ensuring skill development for competition specific sports. SportAbility club help for SEND and vulnerable pupils on a Friday afternoon to support in the development of physical development and social skills. 			
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Signed off by	
Head Teacher:	Mr A. Bainbridge
Date:	
Subject Leader:	Mr M. Bainbridge
Date:	
Governor:	
Date:	April 2021