

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

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](#) (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](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 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 **31<sup>st</sup> 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"> <li>• A broad range of extra curricular clubs delivering coaching for all age ranges (Covid-19 has impacted on this)</li> <li>• Wider opportunities to enhance knowledge of cultures and creating a positive and inspiring climate for learning</li> <li>• Achieved silver in The School Games Mark showing our commitment to the development of competition across our school and into the community</li> <li>• Personal challenge is embedded into school through sportshall athletics</li> <li>• Community links are in place with local clubs to engage pupils further</li> <li>• Lots of opportunities for parental involvement and family engagement e.g. clubbercise, carnival, sports day, invited to festivals</li> <li>• Swimming in both KS2 year groups</li> <li>• Clear and effective cross curricular links (FLF) PSHE</li> <li>• Staff health and wellbeing fitness group</li> <li>• Seesaw and twitter used to share PE lessons with parents.</li> </ul> | <ul style="list-style-type: none"> <li>• Active playgrounds and teaching</li> <li>• Healthy lifestyles and inclusion of healthy eating</li> <li>• Target least active children and increase their levels of activity</li> <li>• Promote active travel</li> <li>• Student voice</li> <li>• Overcome Covid-19 issues related to health, fitness and wellbeing.</li> <li>• Modify areas of PE and sport to fit with new Covid-19 regulations.</li> </ul> |

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

**Total fund carried over: £ 14880**

## 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.

| <b>Academic Year:</b> 2020/21  | <b>Total fund carried over: £ 14880</b><br><b>Total fund allocated: £21485.17</b><br>June 2020 <b>£7654</b><br>December 2020 <b>£10722</b><br>May 2021 <b>£7658</b>  | <b>Date Updated: 1.4.2021</b> |  |  |
|--|--|-------------------------------|--|--|
| <b>Key indicator 1:</b> 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:<br>%   |
| 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:   |                               | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps:   |
| Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all. Children to have more purposeful play times and to be as active as possible.   | <ul style="list-style-type: none"> <li>• PE coordinator to do an audit of current PE equipment and playtime equipment to see what needs replenished.</li> <li>• Send a questionnaire to ask staff if they require any other equipment.</li> <li>• Purchase new climbing frame to replace the current one as it is old and outdated.</li> <li>• Buy football Smooga court and new nets.</li> <li>• Train sports leaders to play with younger children on the yard (currently unable to</li> </ul> |                               | £2699.50<br><br><br><br><br><br><br><br><br><br>£3089.70<br><br>£5043<br><br>£0          | Children are able to use and engage with high quality resources during their PE lessons. Staff are able to continue delivering a broad and balanced PE curriculum with the required resources that allow the pupils to be active and develop new skills. The purchase of move playtime equipment encouraged children to be active and have more purposeful play. As a result of buying the Smooga Court, a lot more children play football.<br><br>PE lead to ask staff if there are any other PE equipment that is required for their lessons.<br><br>PE lead to complete an audit of the PE cupboard to replenish stock.<br><br>Replenish playtime equipment. Order a shed for the big yard to store all equipment. Sports Crew to be given a timetable to hand out equipment to children from the shed. |

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| Children leave EYFS with a good level of development in physical development.                     | <p>complete due to Covid-19 regulations).</p> <ul style="list-style-type: none"> <li>Purchase of resources and new apparatus that facilitate active play and physical development in EYFS. Such as: balancing poles, ladders and kettle bells.</li> </ul> | £122.97  | The purchase of this equipment has allowed the children to improve their physical development. It has also improved their resilience, problem solving and turn taking.  | Talk to EYFS Leads to discuss the new Early Years Framework and how this will impact/change PE and physical development. |
| Funding for sports coach to run lunch time active sports sessions.                                | Use external sports coach to make children active during lunchtimes.  | £3710.00 | As a result of Covid-19, children's level of activity had been impacted. We therefore thought it was important to ensure that children we being as active as possible throughout the day. A way to combat this was by funding external coaches to come in during lunch times to play games with the children. The children really enjoyed this and were very active throughout the session. | Now Covid-19 measures are relaxing, train Sports Crew to play games with younger children to keep them active.           |
| Review current spreadsheets that are used to record the children attending extracurricular clubs. | <ul style="list-style-type: none"> <li>Review spreadsheets with HT to discuss if they need updated or improved.</li> <li>Discuss training office staff on updating the spreadsheets every half term.</li> </ul>   | £0       | Reduce the workload of PE lead and still be able to monitor the levels of participation in extra curricular clubs.  | Spreadsheets to be updated and SA to be trained on how to input the data.  |



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| <p>Increase the number of pupils' in each year group who attend a physical activity club.</p>  | <ul style="list-style-type: none"> <li>Analyse data from the extracurricular attendance spreadsheets to identify any children who are not engaging in any clubs.</li> <li>Create a questionnaire for these children to ask why they don't take part in clubs and if there are any clubs they would like Langley to have running.</li> <li>Subsidise the payment of a sporting club to target children whose fitness and wellbeing have been affected by Covid-19.</li> <li>Subsidise payments of sporting clubs for SEND and PP pupils.</li> </ul> | <p>£0</p>   | <p>As a result of Covid-19 measures, we were unable to run the number of extracurricular clubs we would normally have ran pre Covid-19. Spaces were also limited due to not being able to mix bubbles. Therefore, this is something that we will combat next academic year.</p> | <p>Work with the school council to see if there are any extra curricular clubs they would like to have available in school.</p> <p>Have a free club available for children to take part in.</p> <p>Subsidise payments of sporting clubs for SEND and PP pupils.</p> <p>Work with SENCo to see what we can do to ensure participation and activity levels are high for children with special educational needs and that there are no barriers for them.</p> |
| <p>Develop links with local sporting clubs to promote physical activity outside of school.</p> | <ul style="list-style-type: none"> <li>Email local sports clubs to see if they have any leaflets and information we can send to families.</li> <li>Ask if any clubs come in and deliver a taster session to promote their club.</li> </ul>   | <p>Free</p> | <p>Beverley Park Lawn Tennis Club came into school to deliver a taster session for all year groups. The children were very engaged and we promoted physical activity outside of school.</p>   | <p>PE Lead to contact other local clubs to see if we can make connections and link with them.</p>  |
| <p>Give children with SEND a broad range of sporting experiences.</p>                          | <ul style="list-style-type: none"> <li>Liaise with Senco to discuss inclusive offer for SEND children and PE.</li> <li>Discuss with teachers the</li> </ul>  | <p>Free</p> | <p>As a result of Covid-19, there were not any SEND festivals for children to talk part in. Children still had opportunity to take part</p>   | <p>Talk to Jo Walton to see what SEND festivals are planned to take place this academic year.</p>  |

|   | <p>specific target areas of their children with SEND and how extra sporting opportunities could benefit them.</p> <ul style="list-style-type: none"> <li>Talk to Jo Walton to see what SEND festivals are planned to take place (Covid-19 permitted).</li> </ul> |                    | in their twice a week PE lessons and active playtimes.   |   |
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| <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:   |
|   |  |                    |  | %   |
| 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:  |
| New uniform to be purchased for competitions and festivals.   | To celebrate the importance of P.E and the positive impact it is having on the children at school - To promote team ethos and moral.   | N/A                | As a result of Covid-19 measures, festivals were not planned or delivered and therefore we did not need to buy anymore uniforms. | Discuss with HT if we need to order anymore sporting uniforms as festival will start to run again next academic year. |
| Attendance by PE co-ordinator to virtual PE network meetings.   | <ul style="list-style-type: none"> <li>Book and attend</li> <li>Feedback information to SLT and staff</li> </ul>   | £0                 | PE lead attended virtual PE networking meetings.   | Look on the SLA website to book PE lead onto network meetings in September.   |
| Celebration days and assemblies to ensure whole school are aware of the importance of PE and Sport and to encourage all pupils aspire to being involved     | <ul style="list-style-type: none"> <li>Plan and lead</li> <li>Achievements celebrated in assembly (match results + notable achievements in lessons etc).</li> </ul>  | N/A                | As a result of Covid-19, we were unable to deliver assemblies as bubbles could not mix.  | PE lead to consider celebration days and assemblies for next academic year as Covid-19 measures are relaxing.         |

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| Have high levels of parental involvement within PE and school sport. | <ul style="list-style-type: none"> <li>• Certificates/medals prepared</li> <li>• Ask staff to send fortnightly photographs from PE lessons that can be shared on twitter.</li> </ul> | £0 | It is important to have parental involvement within PE so that children can be inspired by teachers and parents to have a healthy and active lifestyle. As well as class teachers uploading PE pictures to Seesaw, we also have a whole school PE twitter account. | PE lead to update whole school twitter account every two weeks.<br><br>Organise home PE challenges. |
| Promote walking to school.   | Engage with Living Streets to record how children are getting to school and Council's Sustainable Transport Officer to create positive mindset around walking to school              | £0 | School took part in Living Streets where children received badges for being active on their way to school. Children were very motivated to do this.  | Continue to promote a positive mindset on getting to school by walking, cycling or any active mode. |



| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |   |                    |   | Percentage of total allocation:  |
|---|---|--------------------|---|--|
|   |   |                    |   | %  |
| 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 members through Newcastle Foundation (NUF).   | NUF will come into school and deliver one PE lesson a week for KS1 classes. The teacher will receive the lesson plans and gain tips and advice from the coaches on how to teach skills through games. | £4000              | This was extremely beneficial for the KS1 staff who received this weekly CPD. Staff expressed that they had received a lot from the CPD and received lots of different ideas and how to keep the children as active as possible in a lesson. The children thoroughly enjoyed the lessons with the NUF and developed lots of fundamental skills. | Have a meeting with NUF to discuss extending our current package to platinum where all year groups will receive the weekly CPD and other incentives. |
| Increase confidence and competence for all staff to deliver high quality PE and to extend their subject knowledge.  | <ul style="list-style-type: none"> <li>Purchase a gymnastics scheme of work that all staff can use when planning and delivering gymnastic lessons.</li> </ul>   | N/A                | PE lead researched different gymnastic schemes but none of them looked to be beneficial. However, PE lead has discussed with NUF for gymnastic CPD next academic year.  | Discuss with NUF timetabling and pricing for gymnastic CPD for next academic year.   |
| Purchase a dance scheme of work that all staff can use when planning and delivering dance lessons.  | <ul style="list-style-type: none"> <li>Research and purchase a suitable dance scheme that is informative and improves the subject knowledge of all teaching</li> </ul>                                | £470               | PE lead bought LP Dance scheme of learning and has been extremely useful to all staff for delivering dance. The membership gives staff a high quality unit of lesson plans  | Renew membership for next academic year.   |

| Create a bank of resources for staff to access when needed for different areas of PE.   | <p>staff.</p> <ul style="list-style-type: none"> <li>Explore and research different resources available.</li> <li>Create an area on the shared area where all staff know where to look.</li> <li>Send a questionnaire to staff to ask what resources they would find beneficial.</li> <li>Provide all staff with skills of progression document for all areas of PE.</li> </ul> | Free               | <p>and to go with each lesson are CPD videos on how to deliver the lessons.</p> <p>PE lead has created a new folder on the drive with all PE information. Staff have been informed of where this is. Staff emailed out the new PE curriculum overview. This is still on ongoing task and PE lead will continue to add resources and lessons plans.</p> | PE lead to continue adding resources to the PE folder on Google Drive. |
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| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |   |                    |  | Percentage of total allocation:  |
|   |   |                    |  | %  |
| 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:                               |

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| Have a clear overview of curriculum.  | <ul style="list-style-type: none"> <li>Hand out new curriculum overview to staff and ensure everyone understands what is expected.</li> <li>Monitor planning to ensure all aspects of the curriculum are being covered.</li> </ul>  | £0    | All staff are following the new curriculum overview and children are receiving a broad and balanced PE curriculum.   | <p>PE lead and HT to meet with NUF to plan and ensure their lesson delivery is linked and in line with our PE curriculum.</p> <p>Curriculum overviews to be re sent to staff at the beginning of the academic year.</p> |
| <p>Organise Sports Week</p> <p>Give opportunities to children to take part in sports that they would not necessarily have done before.</p>  | <ul style="list-style-type: none"> <li>Meet with SLT to discuss and plan Sports fortnight. Have different sporting opportunities throughout the fortnight for all pupils. Have parental involvement throughout the week.</li> <li>Organise sporting taster days.</li> <li>Book inspirational athlete to inspire pupils</li> </ul> | £1850 | Children had lots of opportunities to take part in a range of sports during Sports Fortnight including an outdoor adventurous workshop, freestyle football workshops with professional footballer Jamie Knight and Dance sessions. | PE Lead to speak with HT to book in Sports Fortnight for next academic year.  |
| Sport leaders to develop their leadership skills and support in raising physical activity levels across the whole school. Sports leaders to provide new opportunities at break times for children to experience a range of sporting activities. | <ul style="list-style-type: none"> <li>Send applications to Year Four pupils.</li> <li>Discuss with SLT when it would be possible for this to go ahead due to Covid-19 restrictions.</li> </ul>   | N/A   | As a result of Covid-19, We were unable to have a Sports Crew as we were unable to mix bubbles.  | Now that Covid-19 measures are relaxing, PE lead to send out Sports Crew applications for next academic year.   |

| <b>Key indicator 5: Increased participation in competitive sport</b><br><b>Competitive sports events cannot currently be ran as a result of Covid-19 restrictions.</b> |   |                    |  | Percentage of total allocation:  |
|--|---|--------------------|--|--|
|  |   |                    |  | %  |
| 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:   |
| Continued promotion of local sports clubs. Good children take up of sports outside of school.  | Promotion of clubs through assemblies, visiting coaches, try it out sessions and signposting local clubs to families. | Free               | As mentioned above, Beverley Park Lawn Tennis Club came into school to deliver a taster session for all year groups. The children were very engaged and we promoted physical activity outside of school. See above the other clubs came into school to deliver sessions during Sports Fortnight. | PE lead to email other local clubs to make links with them next academic year.                             |
| To increase opportunities for participation in intra house competitions for pupils in KS1 and KS2.   | Due to Covid-19 regulations, discuss with staff how these competitions could take place.                              | £0                 | Intra house competitions were only able to take place in PE lessons as bubbles were not allowed to mix.  | PE lead to discuss with HT how to plan and organise intra house competitions.                              |
| Take part in skipping schools.   | Organise date.  | £500               | Children thoroughly enjoyed taking part in the skipping workshops. They then took the skills they had learnt to use a playtimes.   | PE lead to communicate with the skipping company to book a date for next academic year.                    |
| Have five afterschool sporting clubs available per week.   | PE coordinator to review current offer and see what else we could do.   | N/A                | Pre Covid-19, we would have KS1 and KS2 extra curricular clubs. However, because we were unable to mix bubbles we had to   | PE lead to email James Cannon for a overview of the planned extra curricular clubs for next academic year. |



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| Incorporate more personal best challenges. | PE coordinator to review current personal best opportunities e.g. indoor athletics and see what else we could do as a school. | Free | <p>have year group clubs which resulted in less clubs being available.</p> <p>Sportshall athletics is fully embedded. NUF ensures to incorporate personal best into PE lessons.</p> | <p>Liaise with NUF to organise the free sporting club.</p> <p>Speak with HT to discuss subsidising some of the extra curricular clubs and if we could offer lunch time clubs next academic year.</p> <p>PE lead to discuss with HT the dates for Sportshall Athletics next academic year.</p> |
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| Signed off by        |                                |
| Acting Head Teacher: | Carrie Marron                  |
| Date:                | 1 <sup>st</sup> September 2021 |
| Subject Leader:      | Faye Easton                    |
| Date:                | 1 <sup>st</sup> September 2021 |