

# 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](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, 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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## 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: 16,370.00 |   | Date Updated: 19.7.2022   |   |
|--|--|---------------------------------|---|---|---|
| <b>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</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:  |
| <p>Staff to have access to high quality resources during PE lessons. Ensure there is enough quantity of resources to enable access for all.</p> <p>Children to have more purposeful play times and to be as active as possible.</p>  | <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>Playtime and curriculum equipment replenished and stocked</li> <li>Storage cubby purchased to stock equipment.</li> <li>Gladiator Plus Playground Storage</li> </ul> |                                 | <p>£790.81</p> <p>£514.95</p> <p>£2400.00</p> | <p>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.</p> | <p>PE Lead to order more playtime equipment to be stored in the new storage containers.</p> <p>PE Lead to train Sports Crew and create a rota for them to hand out equipment at playtimes and collect in at the end of playtime.</p> <p>PE Lead to complete audit of any equipment that need replenished.</p> <p>PE lead to complete pupil voice on equipment children would like to have available during playtimes.</p> |
| <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:                 |
| 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. | The PE lead organised Young Leaders skipping training for Year 3 children during Summer term.   | £90                 | 20 Year 3 students have now had training to deliver skipping games to younger children during playtimes next academic year when they are in Year 4.   | PE lead to meet with new Sports Crew next academic year. |
| Have high levels of parental involvement within PE and school sport.  | <ul style="list-style-type: none"> <li>● Parent and child Extra Curricular Yoga Club and class workshops.</li> <li>● Invite parents to help on sporting competitions/festivals</li> <li>● Share photographs via Seesaw</li> </ul> | £633                | Teachers regularly upload pictures to Seesaw to inform parents of sporting activities taking part in school and to promote a healthy lifestyle. Parents were invited into school for different events e.g. Sports Day, Family learning club and Family Yoga. Out of school sporting events were also organised such as the Children's Cancer Run and Whitley Bay Park Run Takeover. | PE lead to plan events for next academic year.           |

|  |  |                    |  |  |
|--|--|--------------------|--|--|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b> |  |                    |  | Percentage of total allocation:          |
|  |  |                    |  | %  |
| <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           | 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 | Sustainability and suggested next steps: |

|   |  |                    |  |  |
|---|--|--------------------|--|--|
| what they need to learn and to consolidate through practice:  |  |                    | changed?:  |  |
| Increase confidence and competence for all staff to deliver high quality PE and to extend their subject knowledge.  | Subscription to Laura Prince Dance Scheme                        | £60                | Staff expressed that they had found this weekly CPD from Newcastle Foundation very beneficial. The lessons equip them with knowledge on how to deliver a sequence of lessons whilst keeping the children active and engaged throughout the lessons. Feedback through pupil voice informed us that the children thoroughly enjoy the lessons delivered by Newcastle Foundation.<br><br>A staff questionnaire indicated that staff have found the PE schemes of learning useful. The SOW also has progression of skill documents and detailed lesson plans that all teaching staff have access to. | PE Lead and HT to meet with Newcastle Foundation to plan package for next academic year. |
|   | Subscription to Get Set for PE                                   | £440               |  |  |
|   | Primary Stars Package  | £10700             |  |  |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |  |                    |  | Percentage of total allocation:  |
|   |  |                    |  |  |
| <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>Give opportunities to children to take part in sports that they would not necessarily have done before.</p> <p>Inspire children to live an active and healthy lifestyle.</p> <p>Organise Sports Fortnight.</p> | Tennis day for children                  | £250 | <p>Children had lots of opportunities to take part in a range of sports and activities during Sports Fortnight where they were active throughout.</p> | <p>Meet with HT to discuss plans for National Sports Week next academic year.</p> |
|   | Skipping sessions for KS1 & 2            | £500 |   |   |
|   | Y4 Skipping Project                      | £350 |   |   |
|   | Lil Beatz Dance working with reception   | £320 |   |   |
|   | North East Dance African Dance Workshops | £440 |   |   |
|   | Circus Skills Workshop for Nursery       | £95  |   |   |
|   | Circus Skills workshop Reception-Y4      | £350 |   |   |
|   | PEAK Fitness workshops for KS2           | £350 |   |   |
|   | £600                                     |      |   |   |



| Key indicator 5: Increased participation in competitive 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:   |
| To increase opportunities for participation in intra and inter competitions for pupils in KS1 and KS2.  | <p>Personal best Sportshall Athletics fully embedded. More competition and festivals were available towards the end of the year as Covid-19 regulations were reducing. Intra competitions delivered during PE lessons.</p> <p>Transport to Wallsend Boys Club for KS1 Festival.</p> <p>Transport to Skipping Festival</p> | <p>£165</p> <p>£175</p> | <p>Children have developed resilience, team work, communication and leadership skills as a result of taking part in intra and inter competitions.</p> | <p>PE Lead to email Jo Walton from North Tyneside PE Team for next academic year's festivals and competitions.</p> <p>Plan and organise intra house sporting competitions and Sportshall Athletics for next academic year.</p> |

|                 |                            |
|-----------------|----------------------------|
| Signed off by   |                            |
| Head Teacher:   | C Marron                   |
| Date:           | 19.7.22                    |
| Subject Leader: | Faye Easton                |
| Date:           | 19 <sup>th</sup> July 2022 |