



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 2020:	Areas for further improvement and baseline evidence of need:
<p>Ofsted reported (February 2020):</p> <ul style="list-style-type: none"> • Sport and physical education (PE) are a prominent feature of the school. • Pupils enjoy a broad curriculum and lots of clubs and activities. • A strong PE curriculum encourages pupils to push themselves. • They are enthusiastic about sports and games • Pupils take part in physical activities like the daily mile without feeling pressured to do so. • Many pupils talk about how these opportunities build their confidence and resilience. • Pupils are enthusiastic about their learning in subjects such as art, science and PE. • Pupils attend a wide variety of clubs, from yoga and gymnastics to cooking and gardening. • Many pupils are inspired to join local clubs and continue to enjoy sports after they leave the school. <p>Achieved Platinum Sports Mark 2019/20 for the 2nd time.</p>	<p>To introduce activity clubs for KS1.</p>

Meeting national curriculum requirements for swimming and water safety.	
<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 2020.</p>	NA
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	NA

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	NA
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 Reception children swim Extra KS1 swimming for under achievers

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: £17,139		Date Updated: July 2020	
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:
					%
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 ensure that, where possible, lessons include physically active learning in order to engage children in higher levels of Physical Activity (PA) throughout the school day. Active maths	Develop a bank of resources that staff can access in order to increase physical activity in curriculum time. Active maths		£545	We will include physical activity in our regular maths sessions	Physical activity will be part of the maths curriculum
To continue to commit to providing all pupils with 30 minutes of Physical activity per day	Provide equipment to promote as current equipment is not fit for purpose. Provide storage to help maintain equipment		£500	Pupils will be self-motivated to be active during breaks	Train leaders look after equipment
Develop leadership skills Increase participation at lunch and playtimes	Continue to develop sports leaders as part of the PE curriculum in KS2.		£900	Pupils will become sports role and models provide activities for younger children	Lunchtime supervisors CPD to provide active sessions during lunchtimes

To provide all children with cycle training	Bikeability	£600	All year 4 children will learn to ride at level 1 standard.	
To provide opportunities to learn to cycle	Balance bike Helmets Storage	£2000	Reception children will have the confidence to learn to ride a bicycle	
Maintain daily mile to get all pupils undertaking at least 30 minutes of additional activity per day.	Organise a course for the dailymile	Nil		Daily mile embedded into school day.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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?:
To continue to raise the profile of school sport and physical activity. To broaden the experiences of the children through Newcastle United coaching -	Signposting children towards local clubs. Sports coaches to direct children to local clubs. Collate a bank of information about local clubs and activities which link to the clubs being offered. Weekly slot in celebration assembly to celebrate school sport as well as sport taking place outside of school. To create a sports crew that includes playground leaders but also children who want to create competitions, umpire/referee games, and potentially	£3675	Children will join activity clubs outside of school

	journalists – not just competing.			
To ensure PE teaching and learning consistent across the school. Skill based learning.	Subscribe to the AFPE membership to support teachers with their planning of PE sessions. - Complete a staff survey to ensure staff are getting support that they need and provide them with an extra resources that they need.	£95	To keep up to date with current teaching resources	
PE website to be regularly updated so that information on there is current and celebrates all types of achievements in sport and physical activity.	Celebrate personal achievement – Aim for personal best Celebrate achievement through displays, on website, newsletters, local press etc.	Nil	Children’s confidence will grow and they will be inspired to continue sport/activities beyond school	

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:
School sports coach/teachers employed to support the professional development of teachers in school PE and sports.	Teachers are confident in delivery of physical education and are following the long term plan effectively	£3675	The sports coaches/teachers NUfoundation are key members of Tweedmouth West first school team. They work alongside class teachers to provide outstanding PE sessions. Skills, knowledge and understanding of pupils and staff is increased - Through assessment, children and staff will have good awareness of levels of competence and how to improve	Staff will become physically literate - Staff will be more confident - A greater understanding of the wider effect of physical activity on children's wellbeing - Confidence in assessment and feedback
Purchase new PE equipment for outstanding delivery of PE lessons.	Assess what equipment is still fit for purpose then replenish the PE cupboard. Gymnastics mats	£2354		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Continue to offer a wider range of activities both within and outside the curriculum in order to maximise pupils' physical activity levels.	Continue to provide children with clubs at lunchtimes/afterschool	See leadership	Children attend clubs at lunchtime/afterschool through the academic year	
Additional achievements: To contract a Physical Activities Co-ordinator - To offer lunchtime activities to encourage children to be physically active - Oversee and train leaders to work alongside Physical Activities Co-ordinator	Employ Physical Activities Co-ordinator - Oversee lunchtime activities - Train children to be leaders - Pupil survey for children to take ownership - Enhance outdoor learning provision (see Key indicator 1) - Youth Sport Trust training / CPD	£1260	Development of skills and attitudes in physical activities - Improvement in general health - Addressing obesity	Behaviour for learning – crossing over into other curriculum areas - Children able to take leadership roles - Lunchtime behaviour and engagement improved
Take part in skipping activities with 'Mr Skippy' in school, followed by skipping festival involving partnership schools	Year 4 children take part in Skipping festival	£250	Children achieve silver overall in skipping festival	Take part in competition next year

Reception children go swimming	All reception children to go to Swan Centre in summer term	£1285	- Children to be well prepared for swimming in Key Stage 1 - Water safety addressed	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
Take part in skipping activities with 'Mr Skippy' in school, followed by skipping festival involving partnership schools	Year 4 children take part in Skipping festival	£250	Children achieve silver overall in skipping festival	Take part in competition next year

Signed off by:-	
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Date:	17.7.20