

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

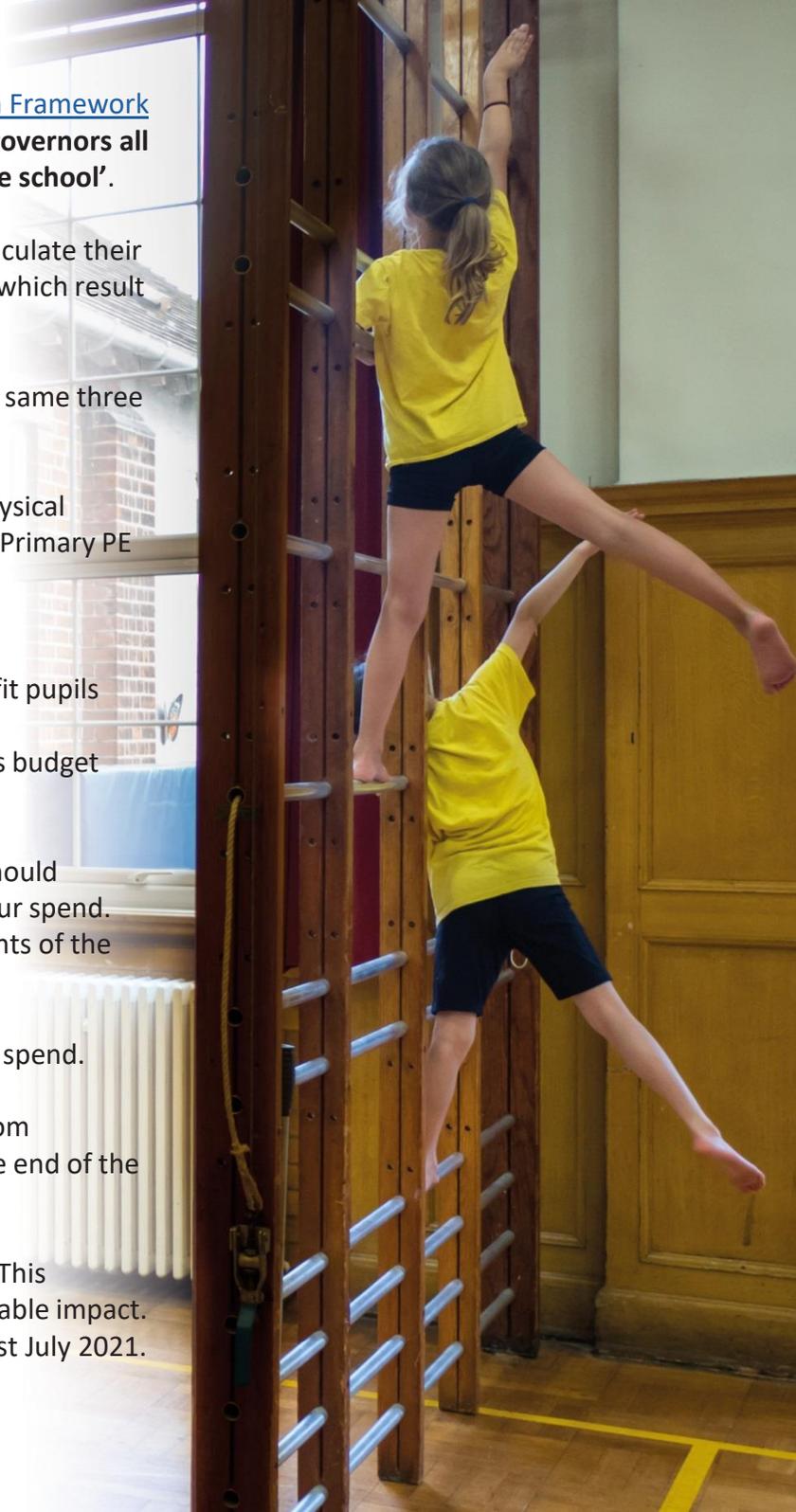
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk 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 by the end of the summer term or by **31st July 2021** 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 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:
<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. Extended by another year (2022) due to covid</p>	<ul style="list-style-type: none"> • Sensory support circuits – to support hyper active children as well as children with ADHD and mental health • Swimming – older children to swim to help them achieve KS targets as missed during lockdown • Zones of regulation- Thrive – Yoga and mindfulness • SEN – riding for the disabled

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **NO**

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</p>	
<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 2021.</p> <p>Please see note above.</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> <p>Please see note above.</p>	NA
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	NA
<p>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?</p>	No

Balance bikes for reception	<ul style="list-style-type: none"> Bought balance bike , helmets and storage for reception. Teach children how to use equipment safely 	£600.00	<ul style="list-style-type: none"> Children will be able to use equipment safely Improved balance and coordination Increase physical activity 	Physical activity will be an integral part of learn through play sessions
Promote the benefits of the daily mile and encourage staff and pupils to take part	Organise a course and timetable for the daily mile.	Nil	Improved fitness and well- being of both staff and pupils.	Daily mile embedded into school day.
To increase physical activity at break and lunchtimes Develop leadership	Provide equipment to promote physical activity throughout the day as current equipment is not fit for purpose. Continue to develop sports leaders as part of the PE curriculum in KS2. Lunchtime staff training	£2246.27	Pupils will become sports leaders and role models providing activities for younger children.	Train leaders to provide a wide variety of activities, teach all children to respect and look after equipment
Commando Joe Programme To teach the respect curriculum alongside physical activity	Each lesson is structured to give pupils the character tools and values they need to be successful in life such as resilience, determination, empathy, and courage.	£975 £4755	Children are now more equipped to show respect, be resilient and take on more responsibility.	
Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) 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?:	Sustainability and suggested next steps:

<p>To continue to raise the profile of school sport and physical activity. To share our mission with school & partnership staff as well as parents and pupils; We embed and enable the children to make informed choices about physical activity throughout their lives.</p> <p>PE website/notice boards to be regularly updated so that information on there is current and celebrates all types of achievements in sport and physical activity.</p>	<p>Highlight PE in staff meetings once a term. Provide PE training to all staff. Provide governors training Share our PE policy/mission on our website. Celebrate personal achievement – Aim for personal best Celebrate achievement through displays, on website, newsletters, local press etc.</p>	<p>Nil</p>		<p>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.</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:

%

Intent	Implementation		Impact	
<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>

<ul style="list-style-type: none"> To ensure High quality PE teaching and learning across the school. Teachers to increase their subject knowledge and confidence. 	<ul style="list-style-type: none"> Teachers to shadow NU foundation staff to upskill their knowledge and skills. Teachers will have a better understanding of the fundamentals of PE and be more confident in delivery of physical education. Dedicate at least one staff meeting for training per term. 	£2377.50	<p>The sports coaches/teachers of NU foundation 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</p>	<p>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</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
%

Intent	Implementation		Impact	
<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>
<ul style="list-style-type: none"> To provide all children with the fundamental skills to take part in a broad range of sports. Give children the opportunity through lessons, extracurricular and community clubs to experience a wide range of activities/sports. Provide opportunities to inspire pupils to achieve their 'personal best' 	<ul style="list-style-type: none"> Provide a broad curriculum that can progress to local/area clubs. Collate a bank of information about local clubs and activities which link to the clubs being offered. Signpost parents/ children towards local clubs via parent mail, facebook & website. 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 	£2377.50	<p>More children will be achieving the expected 1 hour of physical activity per day or more.</p>	<p>½ termly survey to assess activity outside of the school day</p>

<p>Hula hooping Day</p>	<p>competitions, umpire/referee games, and potentially journalists – not just competing</p> <p>Each class to take part in hula hooping Session.</p> <p>Purchased hoops for lessons and lunchtime use</p>	<p>£690.00</p>	<p>All children were able to participate at their own level and achieve their personal best.</p> <p>Staff took part in the activities and are now able to demonstrate and teach skills.</p>	
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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:
Offer a variety of competition; <ul style="list-style-type: none"> • Personal best • Festival • Intra school • Inter school 	<ul style="list-style-type: none"> • Plan competition into lessons • Yearly competition timetable to include, festivals intra and inter competitions. 	Nil	<ul style="list-style-type: none"> • All children will have an understanding of how to achieve their own personal best. • All children will have taken part in at least one intra school competition. 	Plan inter school competition timetable with SGO and NU foundation manager.

Signed off by	
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Date:	May 2021
Subject Leader:	Julie Pick
Date:	May 2021
Governor:	Joe Rutherford
Date:	May 2021