

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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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£17,800
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£17,800
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 18,941.40

Swimming Data

Please report on your Swimming Data below.

<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 then 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 2020.</p> <p>Please see note above</p>	100 %
<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>	70 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100 %
<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>	Yes/ <u>No</u>

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: 2022/23		Total fund allocated: £17800	Date Updated: July 2023	
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				Percentage of total allocation: 27%
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:
Develop fitness for all year groups to increase the demand of physical activity in all PE sessions and to raise children's fitness levels.	PE leader to ensure children are receiving a varied, challenging but accessible fitness programme – ensure every child receives two PE sessions each week.	£0	Children are receiving a more varied range of PE activities by following the New PE Curriculum for each year group. Children are fitter and are aware of the benefits of physical activity.	Review the new PE Curriculum by July 2023, ensuring staff are confident to deliver the lessons and that we have all necessary equipment.
Create active playtimes with introduction of sports leaders and new equipment.	Staff to train selected year 3-6 pupils to lead playground games and school council input on equipment wanted.	£435.80	Children have been more active at break and lunchtimes with a wide variety of equipment and activities to choose from.	Continue to review provision and extend throughout the school.
Children to have access to sporting opportunities/physical activities outside of formal PE lessons.	Use of Sports Leaders (Stella Movers) to lead at break and lunchtimes. Introduction of a range of extra-curricular clubs, offering a range of sports.	£0	Increase in children being active in free time compared to previous playground activity.	Use sports leaders to review offer and use pupil voice to maintain engagement.
	Creating links with local clubs (dance, rugby, swimming, cricket and football) and signposting children to their offers.	£0	More children now involved in clubs outside of school (audit)	Involve sports coaches in after school clubs or offering taster sessions on site to promote external clubs.

Access to high quality resources during PE lessons. Enough quantity of resources to enable access for all.	Purchase of new and appropriate, high-quality equipment.	£500	Staff able to fully teach effective and active PE lessons with less waiting in lines for turn etc.	Audit equipment termly to replace damaged or broken equipment to maintain the high-quality provision.
Staff training on active PE session focus on learning strategies to increase pupils' participation in physical activity.	PE leader to provide CPD to all staff which will improve teacher knowledge and confidence.	£3915.60 TLR payment	Staff are more confident delivering PE and games. Children are more active during PE lessons and break times.	Active strategies embedded into lessons across all year groups throughout the 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: 7%
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:
Children know of / have experience of sporting role models during their time at school.	Employment of PE leader to model and encourage children to engage with sport. Sporting achievements given high profile within weekly school newsletter. Explore opportunities for children to meet sports ambassadors. Recruitment and development of sports leaders (Stella Movers) with training provided for them.	TLR payment as above.	Children are keen to receive achievements for sport. Stella Movers work with PE lead to deliver and support sport and games in school.	Explore opportunities to meet sports ambassadors. Recruitment of new sports leaders each year with on-going training each term.
PE is a regular feature of governor meetings to ensure it has a strong profile across school, it is seen as a key priority and is supporting pupil wellbeing.	PE and sport scheduled as regular feature of governor monitoring / committee meetings.	£0	Governors have a better understanding of what is happening in school to raise the profile of sport and wellbeing in school.	Ensure link governor has contact time during the year with staff members and receive pupils voice and audit information.

Improve children's Emotional and Mental wellbeing through a mixture of teacher led and specialist staff.	Use of PSHE approved scheme of work for teach led lessons. Promotion of healthy and active lives in school and the mental and physical benefits known to the children. Appointment of a Specialist Wellbeing SLA.	£950	Children have regular opportunities to develop positive mental health and wellbeing in both the curriculum and the wider offer of the school.	Staff to observe sessions and apply some skills learnt in class sessions. Develop staff bank of resources to support teaching.
Including a range of sporting activities to engage wider audience along with traditional sports (Irish dancing, Sword dancing, clog dancing, tennis & karate)	Hiring of specialist staff to run extra-curricular clubs with links to outside clubs.	£330	More pupils are now attending extra-curricular clubs and joining other clubs in and outside of school.	Use pupil voice to ensure a variety of sports and activities are offered that maintain engagement.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				39%
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:

PE is led by a subject leader with strong subject knowledge and up to date understanding of curriculum requirements.	<p>PE leader to provide regular CPD for all staff.</p> <p>Identify relevant courses and ensure that identified staff are enrolled.</p> <p>PE leader to ensure that all PE planning and Curriculum is up to date and progressive throughout the school.</p> <p>PE lead to work with lunchtime staff to ensure high quality opportunities for all children at lunchtime.</p>	TLR payment		
Governors are kept informed so that they are able to offer challenge and scrutiny to ensure strong subject leadership; monitoring to ensure that all staff feel confident and to monitor Sports Premium spend.	PE leader to provide written statement and action plan highlighting impact – 3 times each year to feed into full governors termly meetings	£0	PE Action Plan. Report to governors.	Review and update action plan.
Use of sports coaches to upskill staff with teaching of racket sports through team teaching and CPD.	Hiring of a fully qualified and accredited sports coach for the year.	£7000	Staff more confident when delivering and scaffolding lessons for pupils of all abilities. Lessons were more active with less standing and waiting.	Review which sport to provide CPD for staff based on staff audit of skills and confidence.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				22%
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 operate a more diverse range of after school sporting opportunities for all pupils to access.	Draw upon experiences of school staff – as well as external suppliers to operate clubs such as: karate, rugby, sword dancing and Irish dancing etc.	£0	All children will be offered a broad range of after school activities (not only those delivered by the curriculum)	Maintain a range of clubs to suit the needs of the school and look for providers who can offer alternative sports and activities.
Children are provided with opportunities to compete with themselves and other schools via an annual programme of events.	Membership of Gateshead SSP allows all pupils to experience a wide range of activities and sports vis borough wide and cluster wide competitions and festivals.	£3930.00	PE leader will monitor attendance at sports after school clubs. Achieve School Games Award. Some children will be motivated to join coaching schemes and clubs in individual sports.	Review and timetable annual programme of events.
Provide high quality equipment for children to use in both PE and / or break times.	Audit and order appropriate equipment. A wide variety of equipment is available on both yards.	Accounted for previously	Children are given a broader experience of a number of different sports. Children are active during break times.	Review and audit what equipment is available.
Through Gateshead SSP, skipping coach to organise a skipping day to demonstrate different skipping competitions and activities.	Use of Gateshead SSP membership.		Increase in skipping at break and lunchtimes and understanding of various activities.	Review impact and look to enter skipping competition (Year 4) next academic year.
Additional achievements:				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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:
Encourage children to take part in competitive sports both in and out of school.	Improved standards in a range of sporting activities.	£0	Links made with local football, swimming, rugby, tennis, dance and karate clubs which has increased participation at a club level.	Continue to build relationships with taster sessions and coaching expertise.
To link some of the PE units directly to a competition calendar so that PE lessons can also serve as a means of training and selection for competitions.	PE Lead to liaise with class teachers around competitive sports calendar and discuss selection for competitions.		All children have opportunity to take part in multi – sports events and festivals.	PE leader to ensure that all children have the opportunity to compete against other children.
Increase entries to a range of SSP organised competitions and festivals.	Use of SSP offer to enter range of events with competitive element.	£1730.00 transport costs to events	Children given the opportunity to experience competitive sports in a range of different sports.	Continue membership of SSP and enter competitions next academic year.
Entry to FA run football leagues and cups.	Increased competitive participation for both boys and girls.	£150.00	Increases pupil numbers at football club with opportunity to compete for the school (year 4-6).	Enter girls league next year to increase female participation levels even further.

Signed off by	
Head Teacher:	James Craig
Date:	17/07/23

Subject Leader:	Daniel Farmer
Date:	17/07/23
Governor:	Sarah Meikle
Date:	17/07:23