

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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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 **31st July 2024** 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 2023. 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 23/24	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Huge range of clubs on offer – Golf Experience Days to promote inclusion and parents we have had a golf putting green positioned in one of the playgrounds for children with SEND/SEMH to access P.E leaders/buddies support playtime activities (EYs/KS1) Holiday sports clubs to promote physical activity outside of school term. Also others events undertaken, e.g. Cremona Shield Football, Football League Specialist P.E. TA Resources updated and renewed Encourage least active children to take part in extracurricular sporting activity – Reluctant Participants register, listing all individual children and their progress. New P.E. bags for all children; All resources updated and renewed Costumes for Dance Festival Funding Zumba for children and staff (wellbeing) Family Learning – Zumba for parents and their children Bike accessories purchased and servicing/ Bike Leader training Sports Awards Ceremony – medals/trophies/certificates celebrating children's achievements in physical activity. Gold Award held for 4 years - Platinum Award held for 4 years Breakfast, lunchtime and after school sports clubs Huge emphasis on school sport and physical activity supported by all staff and Governors. Sports days/physical joining in days with parents/carers (EYs-KS1/KS2) P.E. Leaders High quality P.E. taught (monitored through observations, Journal scrutiny and Seesaw carried out by SLT) Bailey's Butterflies - adapted P.E. resources to facilitate physical development and skills taught from birth. (Specialist PE TA supporting) A great number of tournaments offered by North Tyneside and other providers Transport/Insurance to travel to sporting events and competitions Swimming - Y3 (two terms) – purchased additional swimming lessons for Y4/5/6 Equipment bought for Year 6 to prepare for transition to Secondary School - javelins, shotputs, crashmats Promoting skipping – CPD from outside coaches Inviting sporting professionals/amateurs into school to inspire children through assemblies and joining in sessions. P.E. was graded OUTSTANDING in all areas – Ofsted – 5th and 6th June 2024! 	<ul style="list-style-type: none"> Staff to continue to focus on P.E. Skills from EYs to Y6 to ensure skills are embedded and progressive and can then be applied to specific sporting areas. Continuous practice - review assessment of PE using Seesaw and 'I can statements' Staff CPD – ongoing Ongoing - Supporting staff and delivering quality P.E. lessons and clubs outside of school day A variety of supportive resources for all children – audit termly Continue to encourage children to partake in Physical Education, School Sport and Physical Activity, targeting the least active and reluctant participant children Regular servicing of bikes to support children during lunchtime bike club P.E. Leaders – continue offering leadership skills and children to experience ownership of their skills Review assessment of P.E. to allow SLT to feedback positive ways to improve teaching/assessment. Support Teachers' CPD by P.E. leader modelling an outstanding P.E. lesson to support Teachers and feeding back relevant/new information/initiatives from PESSPA team Continue to support Teachers/TAs with a written modelled P.E. Lesson. Also guidance on how to support less able/more able children Continue to offer children opportunities to take part in competitive sporting activities, e.g. football, netball, hockey, multi skills, cricket, golf, gymnastics. Assessment monitored through teachers' journals (AFL), I Can Statements termly. Staff training to promote continuous professional development. Introduce Golf - to engage children who are reluctant to take part in Source outside agencies to deliver CPD and alternative sports to all children Alternative opportunities – using resources purchased appropriately

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Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2023.	Boys – 78% Girls – 94%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	As above.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	As above.
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 – Top up year 4, 5 and Year – Summer Term 2024

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: 2023/2024	Total fund allocated: £19,610	Date Updated: 2024		
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:

2 hours of PE each week (at least)	Teachers carrying out skills based P.E. lessons showing progression in planning and targets in teachers journals (AFL)	£4,450.48 Equipment/Resources	Children able to learn new skills and transfer these skills to other areas within the curriculum.	Continue to take part in Active mile and take part in North Tyneside Active Mile event to try to reach the annual target.
45 minutes per day of outdoor play Active mile at least twice a week	Promote the Active Mile and take part in North Tyneside Active Mile walk (Target is 20,000 children taking part)	£209.85 P.E. Mats	Children are more alert during sessions after taking part in the active mile	
Sports leaders and buddies to encourage less active children to become more involved.	Encourage on social media and Seesaw for home learning Sports Leaders timetabled to lead playground games using new equipment	£90.00 for annual equipment inspection	Offering leadership skills. Feeling of responsibility from Sports leaders and more uptake of less active children in circle games/other activities.	Regular meetings with PE Leader to give and receive feedback and obtain training for new activities. Pupil Voice to enable children to talk about their ideas/needs/requests.
Purchase of new equipment to be used by all pupils to enable all children to be well equipped during P.E. lessons. <i>Including identified 'reluctant participants'.</i>	See breakdown (Business Manager)	£7,087.14 – golf/equipment/pitch in playground – offering enrichment opportunities to SEND/SEMH/Reluctant Participant children	Equipment purchased to promote before, lunchtime and after school physical activity opportunities. This is inclusive for 'reluctant participants' identified through pupil voice as well as children with SEND.	Audit and maintain equipment to a high standard. (Mr Harrison)
A huge push on a revised P.E. curriculum allows for skills to be taught, leading to improved knowledge and understanding of a particular sport.	A working P.E. party (SLT) formulated a coverage of skills and progression from EYs to Y6 and teachers are working on these skills in their P.E. lessons.		High quality provision for PE lessons with sufficient equipment for every child.	

<p>Allowing for the transference of these skills from one area of P.E. to another.</p>	<p>All information and new planning was shared with whole staff and example P.E. plans were offered as a means of support. All staff observed an outstanding P.E. lesson to support their understanding of how we plan, as a school, to deliver the skills.</p> <p>Ideas on how to Support or Challenge children was disseminated throughout the staff.</p> <p>CPD during whole staff meetings ongoing.</p>		<p>Robust planning to support teachers in the delivery of outstanding P.E. lessons. More able/Less able support opportunities have been shared with teachers to support CPD.</p>	<p>Teachers skilled in the delivery of a skills based curriculum.</p> <p>Monitor coverage over time.</p> <p>Monitor and Assess children's progress through AFL in teacher's Journals weekly and through I Can statements termly.</p>
<p>Engage children with a physical disability in active physical activity – Specialist PE TA to identify and work alongside outside agencies to plan physical exercise personalised to the individual child.</p>	<p>Specialist PE TA supporting children with physical disabilities:</p> <ul style="list-style-type: none"> • Cerebral Palsy • Amputee • Epilepsy 		<p>Children will be able to participate in active, physical activity.</p> <p>Children to gain self-esteem and confidence.</p> <p>Their needs will be met</p>	<p>Monitor and assess children's progress and ensure individual programmes are adapted to meet the growing needs of the child.</p> <p>Regular AFL and feedback to P.E./SLT to ensure progress.</p> <p>Feedback to parents.</p>

			CPD to offer staff a better understanding of the needs of specific children	
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?:	Sustainability and suggested next steps:

<p>Rewards system in place for sporting achievements</p> <p>Whole school participation. Celebration and encouragement of children taking part in sport - Sports Day</p> <p>Breakfast, lunchtime and after school physical activities and school sport</p> <p>Participation in School Sports competitions and tournaments organised by SGO at Local Authority, e.g. dance. Also sports organised by outside sporting agencies and coaches. Opportunities for children with a SEND and Pupil Premium/SEMH children took part in competitive sport bowling/boccia/penathalon.</p> <p>New kit/costumes/bags for children throughout school.</p>	<p>Sports certificates/Golden Awards/Social media to recognise achievements/Stickers for sports day Sports Award Ceremony annually</p> <p>Encouraging children to participate in a range of physical activities from EYs to Y6.</p> <p>To encourage team building, stamina, resilience, strengths, identity and pride.</p> <p>Target physical activity for children who access breakfast club and to support attendance.</p> <p>All clubs open to all children – inclusive. Clubs organised 6 weeks prior to competitions to prepare children for all events. Clubs and competitions delivered by members of staff/parents/SGOs in preparation for future sporting events.</p> <p>All children taught to care for their own equipment.</p>	<p>£356.63 medals, trophies and certificates</p> <p>£540.00 Skipping sessions for Year 2 and 4</p> <p>£2,505.00 Dance – Zumba for children and staff</p> <p>£1400.00 Transport/insurance to sporting events</p> <p>£160.00 PE kit and bibs</p> <p>£713.67 Dance Festival costumes</p>	<p>Inclusive for all staff, children and parents/carers to be involved in.</p> <p>All-inclusive celebration of children's participation in sport.</p> <p>No discrimination between children. High standards of teaching and learning modelled. More active participation and teamwork and reduced behaviour. Encourage high standards during lessons and during intra/inter competitions</p> <p>All children equal in resources and P.E. kit - inclusive</p>	<p>To continue to encourage children and parents to participate in physical activity</p> <p>Continue to promote sport and Competition.</p> <p>To renew and replenish damaged bags/kit, Maintain high standards.</p> <p>To review as and when necessary.</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	
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>Specialist P.E. TA to carry out clubs and engage all children. Focusing on: Pupil Premium Reluctant Participants Promoting Physical Activity and Healthy Lifestyles Girls and Boys SEND children Continue to offer breakfast bootcamps for KS1 and KS2 children. This is an opportunity for school to target skills such as:</p> <ul style="list-style-type: none"> behaviour teamwork social skills speaking and listening <p>Lunchtime Bike Club/Bike Leader training</p> <p>P.E. Leader receiving CPD targeting all up to date PESSPA information and initiatives schools can partake in.</p> <p>New and revised regulations acquired</p> <p>Staff questionnaires completed and collected – staff strengths and areas for development.</p> <p>Teaching Assistants (TA) support Teachers and Specialist PE TA.</p>	<p>Engages children prior to learning. Supports our behaviour management policy by inviting children who find focus tricky. Physical fitness and balance and coordination skills. Cycling practice.</p> <p>Ongoing communication with SLT and Specialist P.E. TA.</p> <p>P.E. Leader disseminates all up to date information and advice to staff at weekly whole staff meetings.</p> <p>CPD to be arranged for all staff.</p> <p>Dance was highlighted. Speak to PESSPA team to support with dance CPD for all staff</p> <p>During P.E. Lessons:</p> <ul style="list-style-type: none"> Assessment Photographic/QR evidenced during P.E. lessons Support children with: SEND SEMH Challenge/support more-able/less able/SEND children Behaviour 	<p>The engagement of all pupils in regular physical activity – <i>in line with the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p>Broader experience of a range of sports and activities offered to all pupils.</p> <p>Supporting children who are beginning to show more confidence when cycling.</p> <p>Promoting road safety regulations.</p> <p>Confident, informed members of staff. Enabling them to deliver quality first teaching and assessment.</p> <p>Staff fully briefed with current and new guidance around P.E.</p> <p>Robust assessment of all children's progress. Teacher support CPD for TA</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>TA to support P.E. TA specialist, allowing more children to join the group.</p> <p>Promoting physical development and road safety. Encourage children to cycle to school rather than travel in a car.</p> <p>All training is cascaded down to new members of staff or staff in other key stages including Bailey's Butterflies</p> <p>Ongoing CPD Children's needs met Specific skills identified and addressed for all children to progress</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	
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:
Broad and balanced skills based PE curriculum being taught	Coverage map developed Shared and discussed in staff Meeting. Progression of skills shared with all staff to show coverage and progression – avoiding cross-over.		Ensures there is clear progression of skills being taught and children have a wide variety of sports on offer.	Built upon each year and children applying it to competitions
Bikes and secure container.	Children's/Adults bikes and helmets bought to offer cycling to those who are not fortunate enough to own their own bike.	£432.00 purchasing new bikes hooks/equipment £480 Bike Servicing	Health, wellbeing and fitness skills developed. Inclusive opportunity for children to take part in cycling in the community.	Confidence building and opportunities introduced to other cycling disciplines.
Cycle Leader Training to support our cycling club	Staff training and opportunities to support staff wellbeing.		As above – for staff	As above – for staff
Offer opportunities for children to participate in outdoor and adventurous pursuits through residential visits.	Y3 – Roman Wall environmental walk Y4 – Ford Castle <ul style="list-style-type: none"> high ropes fencing archery problem solving wall climbing teamwork Y5 – High Borrans <ul style="list-style-type: none"> canoeing hiking ghyll scrambling problem solving teamwork 	£200.00 Rider Leader Training	Offer independent, outdoor learning pursuits, building on prior learning of orienteering in Y3 and Y5.	To promote engagement in outdoor pursuits

<p>2 Week Summer camp – during School Summer Holidays.</p> <p>Little Movers Dance – Year 1</p> <p>Cricket</p> <p>Golf</p>	<p>Y6 – Newby Wiske</p> <ul style="list-style-type: none"> • physical transition activities • problem solving • teamwork • canoeing • water safety • high ropes • camp fires • zip wire 		<p>Encouraging children to participate in physical activity outside of school term time.</p> <p>Enhance stamina and resilience. Teamwork</p> <p>Children being able to work with others who are not part of their peer/age/year group</p> <p>Responsibility/nurture/leadership skills</p>	
	<p>Specialist PE TA to deliver a variety of physical activities for KS1 and KS2 children.</p>			
	<p>Offering children in Y1 the opportunity to take part in dance sessions – also children with physical barriers.</p>	£360.00	<p>Promoting movement skills through group work.</p>	
	<p>As part of our offer for alternative sports - invited Backworth Cricket Club into school to deliver cricket lessons/skills to KS2 children</p> <p>Offering golf for children from Y1 – Y6. Teaching skills.</p>	£350.00	<p>Involvement of children who are 'reluctant participants' or play cricket outside of school.</p> <p>As above. We have a variety of golfing equipment in school, so this would seem logical to get best use of it.</p>	<p>Promote engagement in alternative sports. Also encourages children to Visit Backworth Cricket ground which is local to the area.</p> <p>As above. Also encourages children to attend the local golf club out of school.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p> <p>%</p>
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>

Continue with participation in North Tyneside offered competitions including, athletics, hockey, football, multi-skills, orienteering.	Training for events during lunchtimes and break times. Attend events and compete against otherschools at different levels, e.g. local, county and national.		Sense of pride and achievement gained,working towards a goal, team work andsportsmanship. Opportunities to gain leadership skills.	Skills and experience to be put towards other areas of school life and sporting events. Preparation for transition toSecondary school.
Opportunities offered outside of the NT SGO offer	Dance Festival Cremona Shield Skip-for-Life Intra sporting opportunities			
Qualification opportunities	Children to compete at County level alongside children of a similar physical ability		Children's awareness that there is noceiling to their achievements and successes	Transference to KS3 and beyond
Transport – coach and insurance.				
Lyndon	Paralympic Swimmer	£100.00	Promoting sport no matter the barrier – inspirational talk. Support amputee child in our school and his parents to be inspired by this.	
Zumba	For KS1 & KS2 parents	£380	Children and parents/ carers to work together to create a dance motif	
		Total £19,607.77		

Signed off by	
Head Teacher:	Mrs L Taylor
Date:	July 2024

Created by:   YOUTH SPORT TRUST

Supported by:



Subject Leader:	Mrs E Patrick
Date:	July 2024
Governor:	Mrs C Bailey
Date:	July 2024