

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](#) (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](http://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 **31<sup>st</sup> 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 <b>July 24-25</b>	Impact	Comments
Specialist P.E. Coach Resources updated and renewed P.E. bags for EYs children Costumes for Dance Festival Funding Zumba for children and staff (wellbeing) Bikes purchased Sports Award Ceremonies (EYs-KS1/KS2) Resources – medals and trophies Platinum Award held for 4 years Gold Award held for 10 years. Breakfast, lunchtime and after school sports clubs Huge emphasis on school sport and physical activity supported by all staff and Governors. Sports days P.E. Leaders High quality P.E. taught (monitored through observations, Journal scrutiny and Seesaw carried out by P.E. Lead/SLT) Bailey's Butterflies - adapted P.E. resources to facilitate physical development and skills taught from a young age. A great number of tournaments offered by North Tyneside and other providers. Equipment bought for Year 6 to prepare for transition to Secondary School. Transport/Insurance to travel to sporting events and competitions Golf Experience Days Cricket Coaching – Backworth Cricket Club Darts Club Archery Club (Y6) Cycling Club Orienteering (Y5)	Supporting staff and delivering quality P.E. lessons and clubs during breakfast, lunchtime and after school opportunities. A variety of relevant resources for all children. Celebrating children's achievements throughout the year by awarding them with medals and trophies. Platinum/Gold Award - allowing children to strive to achieve and further their participation in sport. Encourages children to partake in Physical Education, School Sport and Physical Activity, targeting the least active and reluctant participant children. P.E. Leaders - offering leadership skills and children to experience ownership of their skills. Review assessment of P.E. to allow P.E. Lead/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. Supplying Teachers/TAs with a written modelled P.E. Lesson. Also guidance on how to support less able/more able children. Children given the opportunity to take part in competitive sporting activities, e.g. football, netball, hockey, multi skills, badminton, bowling, athletics. Boccia, Kurling, tennis etc. Bikes to support children during lunchtime bike club Offer children alternative opportunities. Assessment monitored through teachers' journals (AFL), I Can Statements termly.	

Swimming - Y3 (two terms) - Y4,5,6 (one term – top up funded by school)	Staff training to promote continuous professional development. Golf/Cricket - to engage children who are reluctant to take part in football/hockey/netball clubs. Alternative opportunities.	
---	--	--

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? <b>N.B.</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.	<i>See swimming data results on Website for Y3, Y5 and Y6</i>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<i>As above</i>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<i>As above</i>
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	<i>Yes – Top up year 5 and Year 6 - results on website</i>

## 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: 2024-25		Total fund allocated: £19,610.00		Date Updated: July 2025	
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 (where possible)					
45 minutes per day of outdoor play Active mile at least twice a week	Promote the Active mile and take part in North Tyneside Mile walk Encourage on social media and Seesaw for home learning		Chn are more alert during sessions after taking part in the active mile	Continue to take part in Active mile and take part in North Tyneside mile event.	
Sports leaders and buddies to encourage less active chn to be more involved.	Sports Leaders timetable to be set up and training provided to lead playground games using new equipment		Feeling of responsibility from Sports leaders and more uptake of less active children in circle games/other activities.	Regular meetings with PE coordinator to give and receive feedback and obtain training for new activities,	
Purchase of new equipment to be used by all pupils in lessons		£2,340.89	High quality provision for PE lessons with sufficient equipment for every child.	Continue to allow split times to encourage more girls up taking sporting opportunities Audit and maintain equipment.	

From baseline assessments, it was highlighted that physical development was very poor due to disruptions from covid. Huge push needed in Early Years to improve physical fitness and development.	Improvement of outdoor provision for Nursery and Reception areas and to replace damaged resources. Encouragement of physical and active opportunities using a variety of equipment.		Increased physical development and improvements with engagement of activity. Identification of poor strength skills and experiences.	Continue to offer a range of experiences (cycling) which will provide children with life skills.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				
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:
<i>See Key Achievements.</i>				
Celebration and encouragement of children taking part in sport Sports Day	Sports certificates/Golden Awards/Social media to recognise achievements/ Stickers for sports day	£950.00	All-inclusive celebration of children's participation in sport.	To renew and replenish damaged bags/kit, Maintain high standards.
New kit/bags for children and staff	Encouraging children to participate in a range of physical activities at break and lunch times  To encourage team identity and pride  Target physical activity for		No discrimination between children. High standards of teaching and learning modelled. More active participation and team work and reduced behaviour issues	To review as and when necessary

	children who access breakfast club and to support attendance		High standards during lessons and competitions	
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:
Training for staff (questionnaire to staff for CPD)	Provide additional sports for children	£ 540.00	To support residential e.g. cycling and after school club coaching	All training is cascaded down to new members of staff or staff in other key stages including Bailey's Butterflies
Skip for fit Ltd including CPD for staff	Providing transferable skills for staff and children (Year 2)		Children increased fitness with them skipping at break and lunchtimes	Skills will be transferred to next intra skipping festival and increase fitness
All network meetings and required training attended.	Up to date info shared in staff meeting.		Staff fully briefed with current and new guidance around P.E.	
Kelsey School of Dance - CPD	Upskilling staff in areas highlighted in teacher voice feedback	£10,263.00		
Rugby Minis (EYs to KS1) CPD				

<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				
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:
<i>See Key Achievements.</i>				
Broad and balanced PE curriculum being taught	Coverage map developed Shared and discussed in staff meeting		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	12 Children's bikes and helmets bought to offer cycling to those who are not fortunate enough to own their own bike.	£1,133.00	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.
Dance Festival	Dance Festival/Kelsey Dance School/Resources	£1,504.00		
Swimming	Top up swimming lessons purchased for Y5 and Y6 children	£1,160.00	Children in Y6 leaving BG and transitioning to Secondary School will have achieved the required 25m swimming award.	See swimming data on website

Key indicator 5: Increased participation in competitive sport				
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 participate in North Tyneside offered competitions including, athletics, orienteering, cricket etc.	Train for events during lunchtimes and break times. Attend events and compete against other schools	£1,718.00	Sense of pride and achievement gained, working towards a goal, team work and sportsmanship.	Skills and experience to be put towards other areas of school life and sporting events
		<b>Total</b> <b>£19,608.89</b>		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	