

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by

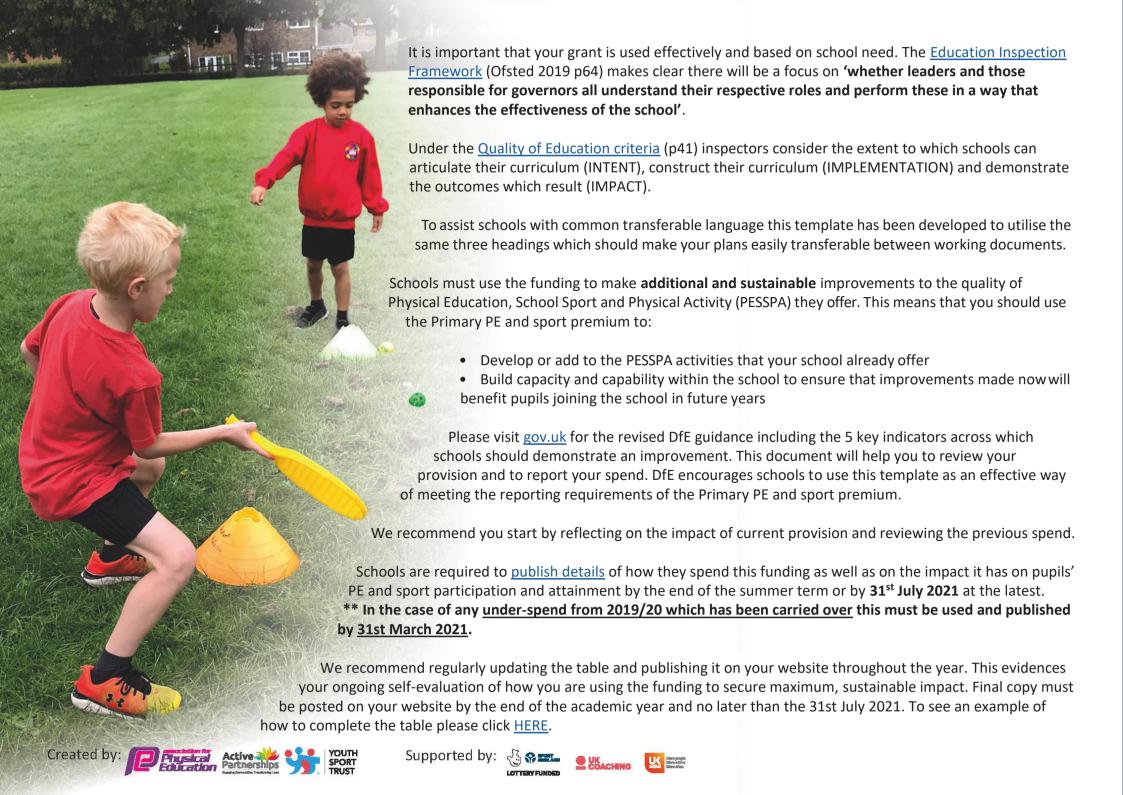


Department for Education

Created by







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 2021:

- Timetabled extra outdoor time for each year group
- Extended bike and scooter time from only EYFS to Y1. Y2. Y3 children due to purchasing wheeled equipment.
- Timetabled classes to have their PF sessions in outdoor areas to continue PE provision within the school
- Competed in some virtual competition
- Joined in with yearly festivals e.g skipping and dance virtually (almost all school participation in skipping tutorials)
- Promoted Healthy Active Lifestyle through the sharing of School sports resourcing on our website for home learning and for key worker/vulnerable teaching staff (HLTA/TA's) in school to encourage children to remain active.
- Completed multi-skills roadshow for year 4
- Celebrated individual and team sporting achievements through our website and celebration assemblies

Areas for further improvement and baseline evidence of need:

- Developing intra competitive opportunities within the PE Curriculum
- Develop leadership and 'student voice' via PE
- Develop confidence in CPD in fundamental and sports specific skills.
- Continue to develop Active 30 opportunities across the school using the resources introduced to staff and developed timetable
- Promote PESSPA to pupils and parents with events in school to celebrate important events in the sporting calendar
- Utilise playground space to raise activity levels at break times.
- Raise progression of football skills across the whole school
- Maintain Participation in our walk/bike/scoot to school initiative look at possible areas for storing scooters/bikes within school grounds
- Raise the profile of girls in football by implementing Shooting Stars Disney football package as a lunchtime club.
- Develop OAA in years 3 and 6

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you















If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £	Date Updated:		
What Key indicator(s) are you going	g to focus on?	•	•	Total Carry Over Funding:
				£0
Intent	Impleme	entation	Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:











Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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	75%
at the end of the summer term 2020. What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke	70%
and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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/ No











Action Plan and Budget Tracking

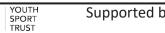
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: £17,810	Date Updated:	May 2021	
Key indicator 1: The engagement of a primary school pupils undertake at le			fficers guidelines recommend that	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:
Encourage children to participate in a more active physical play time	termly meetings with PE leaders and support staff and taught to initiate play during break times and lunchtimes.	£915 equipment incl. sportshall, scooters, helmets	 Playground equipment purchased (more needed in accordance with Covid risk assessments) More children active at break times and lunchtimes, able now to focus on the inactive children that don't engage Behaviour when children go back to lessons after break/lunch is generally more positive as a result of being more active 	 Equipment maintained - Listen to pupil voice about improvements Monitor and review sports leaders on a half-termly basis. Introduce PE challenges for Sports leaders to take ownership Review and monitor lunchtimes on a termly basis. Encourage staff to link lunchtime clubs to P.E
 Raise activity levels and have a positive impact on behaviour during lunchtimes 	 Develop lunchtimes to encourage active play Review effect of training for 		Staff are able to focus on inactive children. Better behaviour, creating a more	















lunch time staff and playtime harmonious leaders. Share copies of breaktime/lunchtime handbook of games explored Training motivates staff. via training take ownership of vard duty, supporting whole school improvement outcomes Promote activity outside of Record daily children's journey Fach class from EYFS to Further promote this to school through our school vear 6 record and report incentive by offering a walk/bike/scoot to school how the children got to place for chn to bring initiative. school. Badges are and store their rewarded to children who scooters/bikes if manage to walk/car and parents cannot take walk to school at least back home with them once a week. Parental engagement – encouraging Active Travel - hook to being more active out of school Contribute to the active 30 Structure activities Contributes minutes and ensure children Resources purchased and to: 30 Active Minutes have additional opportunities Staff encouraged to offer shared and interventions to engage in Re-establish framework weekly lunchtime clubs Children allocated daily slots physical activity by engaging in and processes embedded Ensure resources are available to utilise recently purchased £199 jump start the Daily Mile to staff, children to promote and celebrate wheeled equipment and to all staff. (Jumpstart Jonny Johnny annual and parents. the Daily Mile to staff, newly built climbing/mugger etc.) membership children and parents areas in KS2 yard Continue to offer a PE based fee PE Lead to monitor There has been positive breakfast club initiatives to ensure all impact on physical Timetable EFYS, Y1, Y2, Y3 classes continue to development, social skills, extra outdoor time for their engage. Review on a harmonious environments. bubbles termly basis behaviour. Children have engaged with wheeled bikes and go karts which test their















Key indicator 2: The profile of PESSP	PA being raised across the school as a t	cool for whole so	hand/feet coordination, children are playing together in teams with balls in the mugger, others are encouraged to risk take and try new challenges when climbing or balancing on scooters. Children are interacting socially and sharing resources without much prompting knowing they have extra time given to them to play daily. • Website, newsletters, PE Noticeboard – certificates given to EYFS for Jumpstart Jonny participation	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 use meeting and planning framework		£1,945 Silver package	 Silver membership purchased PE Lead given time and development support to develop a progressive PESSPA offer 	RE-Purchase Silver SLA from - Newcastle PE and School Sport Service to support the development of St Bede's PE and Schoo Sport Provision

•	Develop and embed a culture of
	celebrating PESSPA within the
	school and to parents/families

- Raise the profile of PE in school by updating PE noticeboard and promoting all Healthy Active Lifestyles and Competitive opportunities to staff, children, parents
- Communicate to parents via **ParentPav**

- Celebrate individual and team participation in sporting competitions
- Plan opportunities for children to engage in using the Healthy **Active Lifestyles and School** Games calendars. Catholic Competition Calendar and NSSA Calendars. Engage in **Community Sports** Opportunities.

- Top-up/booster swimming lessons provided for KS2 children in order to ensure that a greater % of children are able to reach the national curriculum expected standard
- Swimming lessons offered to year 5 as a large block in order to improve progress.
- Swimming lessons offered to vear 6 in summer term as an additional booster.

Swimming £60 per week and transport weekly Plus coaches (3 k session) and swim cost

- Children and parents informed of events through the following:
- ParentPav.
- Website, newsletters, PE Noticeboard
- Continue to make parents aware of school events linked to PESSPA.

Continue to develop and

celebrating PESSPA within

inviting to sporting events

such as sports days and

embed a culture of

the school and to

competitions.

parents/families by

- Children celebrate individual and team participation in CW and website.
- Continue to celebrate core values on P.E noticeboard and in lessons.

- Year 6 class of approximately 30 children swam weekly during summer term
- Children in Y6 given opportunity to progress and meet Swimming Curriculum requirements
- Continue to provide swimming for year 5 class as per curriculum and top up swimming lessons in year 6 to ensure progression by end year 6 (due to COVID) and at least 90% reaching the expected standard.













(ey indicator 3: Increased confidence,	Milowicage and Skills of all Staff III t	.cacillig FL allu 3	port	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:
Offer curriculum specific training to staff to support and engage children in PE lessons and after-school/lunchtime clubs	 Staff to complete questionnaires related to confidence in areas of curriculum PE and offer training through staff meetings or twilights Disney Shooting Stars girls football training sessions x3 		Staff voice, opportunity for teachers to become more confident & competent and support the delivery of high quality PE to pupils	 In-house staff training TBC
 Support teachers/HLTAs in teaching fundamental skills to pupils in school and those at home (non-key worker/vulnerable) 	 Provide video lessons as supplied by Newcastle Pe and School Sports Services for KS1/LKS2 and UKS2 to include the core fundamental skills 		 Video links were uploaded onto our Sport's website for children to use at home. In school, KS1 used sessions with key worker/vulnerable groups successfully. All pupils able to access high quality PE lessons that met curriculum requirements during Lockdown or when selfisolating 	Staff can access links for inspiration from virtual lessons for ow PE lessons beginning Autumn term.
Maintain the knowledge and understanding of health and safety in P.E eated by: Physical Partnerships Partnerships Partnerships	Purchase new Safe Practice PE handbook and make staff aware of it.	£44.99 Safe Practice PE Handbook	 Progression of skills document created and shared among staff linking to prime areas of PE curriculum 	i Subbolling Stail and

 Support teachers in skill progression across the PE curriculum 	Each year group to have their own PE resource containing progression of skills across the prime areas of PE.		including the previous years objectives to help support children's progression across all areas	
Develop and increase provision of high-quality PE and school sporting opportunities	 Review curriculum map and progression skills Encourage staff to participate in CPD Implement gymnastics coach who will award gymnastics levels to children and provide CPD to teachers 		 CPD offered to staff through School Sports offer. teachers more confident and more confident in teaching gymnastics 	 Maintain gymnastics links Ensure teachers are using and applying skills and progression seen from coach in next year's planning.
Key indicator 4: Broader experience of	f a range of sports and activities off	ered 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:
Additional achievements: • Afterschool Club Provision developed to offer a broad range of activities for children to engage in; Cross-country, football, tennis, Athletics, Gymnastics and rugby	different providers; AllStar Rugby, Benwell Cricket Club, Elswick Swimming pool, WAGS, Denton Badmington Club	£960 Aurora Sports Gymnastics £900 transport for Multi-skills events	 Year groups 1-6 of approximately 30 children per class took part in cricket sessions during Spring Term 2 once children were back in school full time. 15 children from year 5 	 Maintain links with WAGS, pool etc. Raising the progression of football skills across the school. Links to Shooting Stars Disney football Encourage links to other clubs and make available

Encourage children to lead a Healthy Active Lifestyle inside and outside of school	girls • 6 weeks club offered to Y5/6 girls by HM • Year-round football sessions offered to Y3-Y6 boys and girls by SK • 6 weeks netball club by LF and WC • 6 weeks athletics club Y3-6 by HM • 12 weeks Gymnastics club offered to EYFS/KS1 children • 12 weeks All Star Rugby offered to KS2 children	festival transport £250 Skipping training £400 for skip into Summer programme £150 Allstar rugby	Rugby after-school club during summer term for 5 weeks • Children encouraged to choose healthier options	 HAL Change4Life club by LF to be initiated with children selected from
Provide opportunities and encourage children to take part in non-competitive, fun, active and non-traditional activity which created by: Physical Physical Partnerships Partnerships Partnerships	 Prepare and practice for the Newcastle Schools Dance Festival (Year 3) Participate in the Newcastle 		 Website, newsletters, PE Noticeboard and New staff curriculum handbooks (self-made) 	 questionnaire feedback Maintain relationship with Fit4Kids for future whole school events Match Fit and Fit4Kids links next year? Book multi-skills for next year.

promote core values of sport: Determination, Self-belief, Passion, Teamwork, Honesty & Respect	 Schools Dance Festival Continue to engage and participate in Healthy Active Lifestyle Events Book Transport and ensure dates are in the school diary Expose children to the Core Sporting Values that are promoted in the Healthy Active Lifestyle Events Skipping programme in year 4 and Year 2 Yogabugs for EYFS and KS1 classes 	£300 yoga bugs	 Year 4 children have attended HAL Multi-skills events this year Yogabugs delivered for EYFS bubble only for Autumn 2 Year 3 entered their class for a virtual dance festival EYFS, Y1, Y2, Y4, Y5 of approximately 30 children per class entered into a virtual Skipping Project in Summer term 1 	 Emphasise core values on notice board Encourage core values in lessons Maintain relationship with Yogabugs and book for next years' EYFS and Year 1 classes
 To increase and provide high quality resources to deliver the requirements of the PE curriculum, including a programme to support cycling. 	Equipment purchased to enhance the curriculum and offer more sports to the children.		Teachers able to teach with whole class sets of equipment.	 Review and audit equipment for next year. Monitor programmes and outcomes (Bikeability)











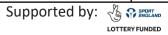


				%
Intent	Implementation		Impact	
our school focus should be clear what you want the pupils to know nd be able to do and about what they need to learn and to onsolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggeste next steps:
 Develop the confidence and skills for children to engage in competitive opportunities Increase the amount of competitive opportunities that the children engage in during the academic year 	 Expose and prepare children for Healthy Competition in lessons and extra-curricular opportunities Ensure there is a pathway for more able children to engage in competitive opportunities Engage in and participate in the School Games programme – activ5 and Schools 500 Engage in other competitive opportunities (including Catholic Schools, City Cross Country, swim gala, Skipping school) 	Mini bus/coaches for competitions - £500 £140 – Catholic comp fee	 Children given opportunity to engage and experience healthy competition -Year 4 Pupils from year 5 and year 6 took part in the Virtual Sportshall event in the Autumn Term (approx. 30 chn from each class) School games Activ5 participation week beginning 21st June 2021 – All classes took part in either all or some of the timetabled days across the week. Some class evidence available on school blog. 	 Maintain relationships with Swimming leisure centre (Elswick pool), Sand Catholic Cohort for competition fixtures Encourage speakers from different sporting areast to help encourage children to participate extracurricular activities available to them both after school clubs staff led and local communisports coaching. Maintain Silver School Games Mark. The School Games Mark is a working document with areast identified for development. These we be addressed yearly













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











