

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) 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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • 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 PE 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 	<ul style="list-style-type: none"> • 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 to focus on?				Total Carry Over Funding:
				£0
Intent	Implementation		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 at the end of the summer term 2020.	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
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	
<p>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</p>					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:	
<ul style="list-style-type: none"> Encourage children to participate in a more active physical play time Raise activity levels and have a positive impact on behaviour during lunchtimes 	<ul style="list-style-type: none"> Sports leaders to have half termly meetings with PE leaders and support staff and taught to initiate play during break times and lunchtimes. PE Challenges to be introduced into KS1/KS2 yards and monitored by Sports leaders on a half termly basis Playground equipment purchased Develop lunchtimes to encourage active play Review effect of training for 	£915 equipment incl. sportshall, scooters, helmets	<ul style="list-style-type: none"> 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 Staff are able to focus on inactive children. Better behaviour, creating a more 	<ul style="list-style-type: none"> 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 	

<ul style="list-style-type: none"> Promote activity outside of school Contribute to the active 30 minutes and ensure children have additional opportunities and interventions to engage in physical activity by engaging in the Daily Mile to staff, children and parents. 	<p style="color: red;">lunch time staff and playtime leaders. Share copies of handbook of games explored via training</p> <ul style="list-style-type: none"> Record daily children's journey to school through our walk/bike/scoot to school initiative. Structure activities Contributes to; 30 Active Minutes Staff encouraged to offer weekly lunchtime clubs Ensure resources are available to all staff. (Jumpstart Jonny etc.) Continue to offer a PE based breakfast club Timetable EFYS, Y1, Y2, Y3 extra outdoor time for their bubbles 	<p>£199 jump start Johnny annual membership fee</p>	<p>harmonious breaktime/lunchtime</p> <ul style="list-style-type: none"> Training motivates staff, take ownership of yard duty, supporting whole school improvement outcomes Each class from EYFS to year 6 record and report how the children got to school. Badges are rewarded to children who manage to walk/car and walk to school at least once a week. Parental engagement – encouraging Active Travel – hook to being more active out of school Resources purchased and shared Children allocated daily slots to utilise recently purchased wheeled equipment and newly built climbing/mugger areas in KS2 yard There has been positive impact on physical development, social skills, harmonious environments, behaviour. Children have engaged with wheeled bikes and go karts which test their 	<ul style="list-style-type: none"> Further promote this incentive by offering a place for chn to bring and store their scooters/bikes if parents cannot take back home with them. Re-establish framework and processes embedded to promote and celebrate the Daily Mile to staff, children and parents PE Lead to monitor initiatives to ensure all classes continue to engage. Review on a termly basis
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			<p>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.</p> <ul style="list-style-type: none"> Website, newsletters, PE Noticeboard – certificates given to EYFS for Jumpstart Jonny participation 	
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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:
<ul style="list-style-type: none"> Continue to use meeting and planning framework 	<ul style="list-style-type: none"> Diary of planning meetings to develop the PESSPA offer for pupils with the PE Lead Use the Newcastle PE and School Sport Service to support the development of St Bede's PE and School Sport Provision 	£1,945 Silver package	<ul style="list-style-type: none"> Silver membership purchased PE Lead given time and development support to develop a progressive PESSPA offer 	<ul style="list-style-type: none"> RE-Purchase Silver SLA from - Newcastle PE and School Sport Service to support the development of St Bede's PE and School Sport Provision

<ul style="list-style-type: none"> • Develop and embed a culture of celebrating PESSPA within the school and to parents/families • Celebrate individual and team participation in sporting competitions • 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 	<ul style="list-style-type: none"> • 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 ParentPay • 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. • Swimming lessons offered to year 5 as a large block in order to improve progress. • Swimming lessons offered to year 6 in summer term as an additional booster. 	<p>Swimming £60 per week and transport weekly Plus coaches (3 x session) and swim cost</p>	<ul style="list-style-type: none"> • Children and parents informed of events through the following: <ul style="list-style-type: none"> • ParentPay. • Website, newsletters, PE Noticeboard • Children celebrate individual and team participation in CW and website. • Year 6 class of approximately 30 children swam weekly during summer term • Children in Y6 given opportunity to progress and meet Swimming Curriculum requirements 	<ul style="list-style-type: none"> • Continue to develop and embed a culture of celebrating PESSPA within the school and to parents/families by inviting to sporting events such as sports days and competitions. • Continue to make parents aware of school events linked to PESSPA. • Continue to celebrate core values on P.E noticeboard and in lessons. • 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.
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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:
<ul style="list-style-type: none"> Offer curriculum specific training to staff to support and engage children in PE lessons and after-school/lunchtime clubs Support teachers/HLTAs in teaching fundamental skills to pupils in school and those at home (non-key worker/vulnerable) Maintain the knowledge and understanding of health and safety in P.E 	<ul style="list-style-type: none"> 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 Provide video lessons as supplied by Newcastle Pe and School Sports Services for KS1/LKS2 and UKS2 to include the core fundamental skills Purchase new Safe Practice PE handbook and make staff aware of it. 	£44.99 Safe Practice PE Handbook	<ul style="list-style-type: none"> Staff voice, opportunity for teachers to become more confident & competent and support the delivery of high quality PE to pupils 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 self-isolating Progression of skills document created and shared among staff linking to prime areas of PE curriculum 	<ul style="list-style-type: none"> In-house staff training TBC Staff can access links for inspiration from virtual lessons for own PE lessons beginning in Autumn term. Review with staff how successful this was at supporting staff and adapt where necessary.

<ul style="list-style-type: none"> Support teachers in skill progression across the PE curriculum Develop and increase provision of high-quality PE and school sporting opportunities 	<ul style="list-style-type: none"> Each year group to have their own PE resource containing progression of skills across the prime areas of PE. 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 		<p>including the previous years objectives to help support children's progression across all areas</p> <ul style="list-style-type: none"> CPD offered to staff through School Sports offer. teachers more confident and more confident in teaching gymnastics 	<ul style="list-style-type: none"> Maintain gymnastics links Ensure teachers are using and applying skills and progression seen from coach in next year's planning.
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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:
<p>Additional achievements:</p> <ul style="list-style-type: none"> Afterschool Club Provision developed to offer a broad range of activities for children to engage in; Cross-country, football, tennis, Athletics, Gymnastics and rugby 	<ul style="list-style-type: none"> Developing local community club links with a variety of different providers; AllStar Rugby, Benwell Cricket Club, Elswick Swimming pool, WAGS, Denton Badminton Club Teachers and TA to offer a wide variety of after school clubs; 	<p>£960 Aurora Sports Gymnastics</p> <p>£900 transport for Multi-skills events</p> <p>£150 dance</p>	<ul style="list-style-type: none"> 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 were able to join an Allstar 	<ul style="list-style-type: none"> 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

<ul style="list-style-type: none"> Encourage children to lead a Healthy Active Lifestyle inside and outside of school Provide opportunities and encourage children to take part in non-competitive, fun, active and non-traditional activity which 	<p>Offer a variety of sports and activities.</p> <ul style="list-style-type: none"> 6 weeks WAGS club to Y5/6 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 <ul style="list-style-type: none"> Healthier food options on fundraising days Fit4Kids whole school participation <ul style="list-style-type: none"> Prepare and practice for the Newcastle Schools Dance Festival (Year 3) Participate in the Newcastle 	<p>festival transport</p> <p>£250 Skipping training</p> <p>£400 for skip into Summer programme</p> <p>£150 Allstar rugby</p> <p>£397 Fit4Kids</p>	<p>Rugby after-school club during summer term for 5 weeks</p> <ul style="list-style-type: none"> Children encouraged to choose healthier options Website, newsletters, PE Noticeboard and New staff curriculum handbooks (self-made) 	<p>to website and P.E noticeboard.</p> <ul style="list-style-type: none"> HAL Change4Life club by LF to be initiated with children selected from questionnaire feedback Maintain relationship with Fit4Kids for future whole school events Match Fit and Fit4Kids links next year? Book multi-skills for next year.
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<p>promote core values of sport: Determination, Self-belief, Passion, Teamwork, Honesty & Respect</p> <ul style="list-style-type: none"> To increase and provide high quality resources to deliver the requirements of the PE curriculum, including a programme to support cycling. 	<p>Schools Dance Festival</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Equipment purchased to enhance the curriculum and offer more sports to the children. 	<p>£300 yoga bugs</p>	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Teachers able to teach with whole class sets of equipment. 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Review and audit equipment for next year. Monitor programmes and outcomes (Bikeability)
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Key indicator 5: Increased participation in competitive 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:
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<p>Mini bus/coaches for competitions - £500</p> <p>£140 – Catholic comp fee</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Maintain relationships - with Swimming leisure centre (Elswick pool), SLA and Catholic Cohort for competition fixtures Encourage speakers from different sporting areas to help encourage children to participate in extracurricular activities available to them both for after school clubs staff led and local community sports coaching. Maintain Silver School Games Mark. The School Games Mark is a working document with areas identified for development. These will be addressed yearly

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