

# 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



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 2020 (pre COVID-19 lockdown):  | Areas for further improvement and baseline evidence of need:  |
|--|---|
| <ul style="list-style-type: none"> <li>• Children have been actively engaged in the festivals and events organised by the GSSP.</li> <li>• Children/teams attending events have placed higher than we have done in previous years. This was down to a well-planned long term plan ensuring children had enough time to learn, practise and embed the skills needed in their PE lessons before an event.</li> <li>• We were engaged with a variety of clubs and organisations to encourage children to try new sports and take part in our of school sport and activities.</li> <li>• All children had access to a minimum of 30 minutes of physical exercise per day.</li> <li>• We employed a PE apprentice to support in the planning and delivery of PE lessons.</li> <li>• The PE apprentice was required to organise games and activities at lunch times to engage less active children.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify children who have been less active throughout the COVID-19 school closures and target these children to engage in physical activity at break and lunch times.</li> <li>• Encourage sportsmanship through team work. Give children the opportunity to learn about the effects this has on the performance of a team.</li> <li>• Give children the opportunity to learn more about the sport/topic they are learning rather than just the physical side. For example, this year, children will be introduced to a famous athlete for each topic they study.</li> <li>• Embed the assessment system and new scheme of work. This will enable PE lessons to be consistent throughout school with clear direction for staff and children.</li> </ul> |

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

Delete as applicable

**Total amount carried forward from 2019/2020      £607**  
**+ Total amount for this academic year 2020/2021    £ 17,280**  
**= Total to be spent by 31st July 2021                    £ 17,887**

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

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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:<br>£ 607  |
| Intent   | Implementation  | Impact   | Sustainability/Next Steps   |
| <p><i>Your school focus should be clear how you want to impact on your pupils.</i></p> <p>1. The engagement of all 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> <p>2. The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> | <p><i>Make sure your actions to achieve are linked to your intentions:</i></p> <p>Identify pupils who are ‘less active’ (participation tracking and anecdotal information from wider school staff.</p> <p>Investigate interests of pupils via a variety of means (questionnaires, informal conversations show of hands etc.).</p> <p>Engage/update parents and the wider community through via regular posts on the school Facebook page.</p> <p>Celebrate achievements in weekly assemblies, ensuring profile is raised with children and staff.</p> | <p><i>Carry over funding allocated:</i></p> <p>£57</p> <p>£50</p> <p>£50</p> <p>£100</p> | <p><i>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?:</i></p> <p>Children who may not have engaged in sport or physical exercise during school closures were identified.</p> <p>Pupil voice and questionnaires allowed break and lunch time activities to be planned towards the needs of our children to encourage engagement.</p> <p>The profile of PE has been raised.</p> <p>Children are driven to take part in PE and school sport.</p> |

|   |   |                        |  |  |
|---|---|------------------------|--|--|
| <p>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> | <p>Regularly update the PE &amp; School Sport noticeboard to include specific School Games content.</p> <p>Plan attendance at inter-school, School Games Competitions, events, and festivals.</p> | <p>£50</p> <p>£100</p> | <p>Children have been involved in the blazing the trail projects this year due no school games mark.</p> <p>This has been limited this year due to COVID risk assessments. Children have taken part in intra-school competition due to no inter-school. This has been planned to develop team work and communication skills.</p> |  |
| <p>4. Broader experience of a range of sports and activities offered to all pupils.</p>     | <p>Ensure lessons are fully inclusive and planned to support pupils, incorporating any additional/new equipment required.</p>   | <p>£200</p>            | <p>All children have been able to engage in lessons and have been able to use equipment that is suitable for their needs. All children have made some progress.</p>  |  |

| Meeting national curriculum requirements for swimming and water safety.<br><i>N.B Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land.</i>  |        |
|---|--------|
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><i>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 2021.</i> | 50%    |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | 50%    |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | NA%    |
| 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?   | Yes/No |

The above figures were obtained through discussions with staff who attended swimming lessons with the children from September 2019- March 2020. Drowning prevention resources and lessons have been provided to support pupils as they did not receive any safe self-rescue sessions due to lockdown.

## 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: £ 17,280 (Spend £17,887) |   | Date Updated: June 2021  |                                 |
|--|--|--|---|--|---------------------------------|
| Key indicator 1: The engagement of all 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: |
|  |  |  |   |  | %                               |
| Intent   | Implementation   |  | Impact  | Sustainability/Next Steps  |                                 |
| 1.1 To ensure specific provision is in place to cater for pupils identified as 'less active'. Encourage and support less active children to engage.  | Identify pupils who are 'less active' (participation tracking and anecdotal information from wider school staff. <b>(ST/LB)</b> )                                | £50  | Less active pupils more engaged in school sport and/or physical activity. | <i>Sustainability and suggested next steps:</i> <ul style="list-style-type: none"> <li>Continue to engage less active children in PE and after school events through questionnaires to identify their interest</li> <li>Train Y5 and Y6 children to become playground buddies to encourage physical activity at break and lunch times</li> <li>Provide all children in KS1 and KS2 with their own PE kit to ensure all children have access to the lessons and to develop a sense of community/teamwork/sportsmanship</li> </ul> |                                 |
|  | Investigate interests of pupils via a variety of means (questionnaires, informal conversations show of hands etc.). <b>(ST/LB)</b>                               | £50  |   |  |                                 |
|  | Plan clubs and PE topics that engage pupils' interests. <b>(NG/RT)</b>   | £0   |   |  |                                 |
|  | PE apprentice to plan to deliver targeted club at lunch times and break times to engage the least active children (available to all children). <b>(ST/LB/RH)</b> | £994<br>10%                                    |   |  |                                 |
|  | PE apprentice to provide targeted interventions for early years children. <b>(ST/LB)</b>   | £1988<br>20%                                   |   |  |                                 |
| Provide PE kits for all children to ensure all children can access PE safely. <b>(NG/RT)</b>   | £1326  |  |   |  |                                 |

|  |  |   |  |   |
|--|--|---|--|---|
| <p>1.2 Ensure a system in place to track pupil's participation in the School Games, PE and school sport.</p> <p>Whole school assessment system embedded to enhance progress and ensure needs of all children are being met.</p>  | <p>Registers to be kept of children who attend events. <b>(ST)</b></p> <p>Use data collated to track and understand participation across the school and to inform provision – targeted provision provided School Sport Apprentice <b>(LB)</b></p>  | <p>£0</p> <p>£0</p>   | <p>Pupil's gain confidence within a range of PE and school sport activities.</p>   | <ul style="list-style-type: none"> <li>Continue to keep registers of events and clubs and target children who do not take part in any</li> </ul>  |
| <p>1.3 Increase involvement and engagement with local clubs (in line with COVID-19 guidance).</p> <p>Ensure active link with a minimum of three local community groups (sports clubs, leisure centres, youth clubs etc) to encourage out of school activity and participation.</p> | <p>Develop partnerships with identified community groups via a variety of methods (GSSP competitions/events, in-school coaching sessions). <b>(ST)</b></p> <p>Schedule in-school taster sessions for groups. <b>(ST)</b></p>   | <p>£0</p> <p>£0</p>   | <p>Increased participation within out of school/local community group activities. Pupils have a wider experience of sports and physical activity. Pupils more likely to sustain participation and develop lifelong habits.</p> | <ul style="list-style-type: none"> <li>Continue coaching sessions with the SSP</li> <li>Make contact with local clubs to organise taster sessions (unable to complete this year due to COVID guidance)</li> </ul>   |
| <p>1.4 Provide a range of supplementary activities to ensure all children access 30 minutes of sport or physical activity each day.</p>  | <p>In addition to the lunch time and break times activities highlighted in section 1.1; PE apprentice to deliver after school activities – available to all children. <b>(ST)</b></p> <p>Staff encourage all children to stay active during break and lunch times. <b>(ALL)</b></p> <p>Sustain engagement with the Daily Mile programme – PE Apprentice to lead <b>(LB)</b></p> <p>Provide Playground Buddy training for pupils in Year 5 – pupils to support other to engage in physical activity during break times and lunch times <b>(ST/KG)</b></p> | <p><b>£497</b></p> <p><b>5%</b></p> <p>£0</p> <p><b>£497</b></p> <p><b>5%</b></p> <p>£0</p> | <p>Increased participation in school sport and/or physical activity for all children. Increase attainment across all subject areas.</p>  | <ul style="list-style-type: none"> <li>Organise playground buddies for Y5/6 children as this was unable to happen this year due to COVID guidance</li> <li>Continue to participate in SSP activities (Blazing the Trail etc) to encourage participation amongst all children</li> </ul> |

| 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  | Sustainability/Next Steps   |
| 2.1 Update parents and the wider school community of activities in respect of PE, School Sport & Physical Activity.             | <p>Engage/update parents and the wider community through via regular posts on the school Facebook page. <b>(ST/NG/LB)</b></p> <p>Celebrate achievements in weekly assemblies, ensuring profile is raised with children and staff. <b>(ST/RH/LB)</b></p> <p>Regularly update the PE &amp; School Sport noticeboard to include specific School Games content. <b>(ST)</b></p> <p>Ensure children who attend events/festival and/or participate in intra-school programmes are provided with certificates. Purchase medals where appropriate. <b>(ST)</b></p> | <p>£50</p> <p>Instil children with a sense of pride when achievements are acknowledged.</p> <p>£100</p> <p>Encourage other children to participate.</p> <p>£50</p> <p>£50</p> | <ul style="list-style-type: none"> <li>Facebook has been used successfully this year to keep the community up to date with PE events and this will continue next year</li> <li>Children have been provided with medals and certificates for events completed in school</li> </ul> |
| 2.2 Embed the assessment process so it is used to address the needs of all pupils while allowing them to make maximum progress. | <p>Initial meetings (MS Teams if required) held with wider school staff to introduce assessment system <b>(ST/RH)</b></p> <p>1:1 sessions provided to support staff with implementation and to help ensure consistency. Funding used to provide cover where required. <b>(ST)</b></p> <p>Use of assessment process monitored periodically <b>(ST)</b></p> <p>PE Apprentice to support with implementation and individual pupil assessments <b>(ST/LB)</b></p>  | <p>£0</p> <p>£300</p> <p>£0</p> <p>£2485<br/>25%</p>  | <ul style="list-style-type: none"> <li>Assessment system was trialled by two members of staff this year however due to COVID this was difficult to implement and will need to be introduced to staff in September</li> </ul>  |



|   |  |                                   |   |  |
|---|--|-----------------------------------|---|--|
| <p>2.3 To use PE as a cross-curricular subject. Specifically - to use PE and physical activity within another subject at least once a week (e.g. times tables, Science, wellbeing).</p> | <p>PE Co-ordinator to meet with HT to identify opportunities and supporting plan. <b>(ST/RH)</b></p> <p>Staff to attend dedicated training opportunities if required to implement plan. <b>(ALL)</b></p> <p>Staff training to share ideas and examples of good practice across the whole school. <b>(ALL)</b></p> <p>Use the SSP Health and Wellbeing affiliation to support with the mental health of children when returning to school after the COVID-19 pandemic. <b>(ALL)</b></p> | <p>£0</p> <p>£150</p> <p>£335</p> | <p>Children's engagement will be increased as well as increased progress in subjects.</p> | <ul style="list-style-type: none"> <li>• Due to COVID guidance this has been difficult to implement this year and will continue to be a target in September</li> </ul> |
|---|--|-----------------------------------|---|--|

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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   | Sustainability/Next Steps   |
| 3.1 To ensure most staff are competent and confident to use a range of teaching styles.           | <p>Staff consulted (e.g. questionnaire) to determine strengths/weaknesses and baseline across the school. <b>(ST)</b></p> <p>Staff Meetings (MS Teams if required) to provide training on the 'Power of PE' scheme of work. <b>(ST)</b></p> <p>Planning and assessment schemes to be followed. <b>(ALL)</b></p> <p>PE apprentice to support staff delivery of PE Lessons. Staff to support and observe to enhance their knowledge of activities and to observe good practise. <b>(LB)</b></p> | <p>£0</p> <p>£0</p> <p>£0</p> <p>£1491<br/>15%</p> | <p>Children will have access to high quality PE and school sport.</p> <ul style="list-style-type: none"> <li>Staff have used the new planning tool to support the delivery of lessons which has helped to develop subject knowledge</li> <li>Staff questionnaires will be handed out in September to identify needs of staff and PE coordinator will organise relevant CPD</li> </ul> |
| 3.2 Support all staff to ensure most PE lessons are good or outstanding.                          | <p>Staff consulted (e.g. questionnaire) to determine strengths/weaknesses and baseline across the school. <b>(ST)</b></p> <p>Planning and assessment schemes to be followed. <b>(ALL)</b></p> <p>PE co-ordinator to provide 1:1 support for staff as required. <b>(ST)</b></p> <p>PE apprentice to support staff delivery of PE Lessons. Staff to support and observe to enhance their knowledge of activities and to observe good practise. <b>(LB)</b></p>                                  | <p>£0</p> <p>£0</p> <p>£0</p> <p>£1491<br/>15%</p> | <p>Children will have access to high quality PE and school sport.</p> <ul style="list-style-type: none"> <li>Planning tool has been used successfully. PE coordinator to monitor PE lessons in September to understand the CPD needs of staff</li> </ul>  |

|   |   |   |  |  |
|---|---|---|--|--|
| <p>3.3 Actively engage with local School Games Organiser &amp; The School Games Programme – Aim to achieve SILVER School Games Mark</p> | <p>Hold regular meetings with School Sports Leaders / School Sport Organising Crew (SSOC). <b>(ST)</b></p> <p>Plan attendance at inter-school, School Games Competitions, events, and festivals. <b>(ST/LB)</b></p> <p>Attend School Games training opportunities. <b>(ST)</b></p> <p>Access ADDITIONAL training opportunities &amp; resources provided through affiliation to The Gateshead School Sport Partnership (GSSP) inc. support available via CLUSTER School Sport Coordinator. <b>(ST)</b></p> | <p>£0</p> <p>£100</p> <p>£0</p> <p>£650<br/>20%</p> | <p>School will achieve the Silver SGM which will introduce new sports, coaches and skills to the children.</p> | <ul style="list-style-type: none"> <li>• Swalwell have taken part in a variety of SSP events this year and will continue this in September</li> <li>• PE coordinator has regular meetings with a member of the SSP team/school governor which will continue</li> </ul> |
|---|---|---|--|--|

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |   |  | Percentage of total allocation:  |
|--|---|--|--|
|  |   |  | %  |
| Intent   | Implementation  | Impact   | Sustainability/Next Steps  |
| 4.1 To ensure the PE Curriculum and wider school sport provision is diverse  | <p>Launch the 'Power of PE' to all staff – ensure it is embedded throughout school. <b>(ST)</b></p> <p>Staff to attend training courses as required to support implementation (See section 3.3) <b>(ALL)</b></p> <p>Utilise sports coaches and clubs to introduce 'new' and alternative sports/activities to children (inc. opportunities available via affiliation to GSSP) <b>(ALL)</b></p> <p>Attend as many new festival and participation events as possible. School Games opportunities and those provided by affiliation to GSSP. <b>(ST/NG)</b></p> | <p>£0</p> <p>£0</p> <p>£162<br/>5%</p> <p>£650<br/>20%</p> | <p>Children will have access to a range of sports and activities which will broaden their sporting opportunities.</p> <ul style="list-style-type: none"> <li>The Power of PE scheme has been successful this year and will be used in September at no additional cost once it has been purchased</li> </ul>                                  |
| 4.2 To ensure all PE and physical activity is inclusive of every child - All lessons are to be accessible for every child in school. ARMs staff are to ensure equipment and activities are adapted for any children with additional needs. | <p>Analyse needs of children. <b>(ALL)</b></p> <p>Purchase equipment to support children's needs as required/identified. <b>(ST/RT)</b></p> <p>Ensure lessons are fully inclusive and planned to support pupils, incorporating any additional/new equipment required. <b>(ALL)</b></p>  | <p>£0</p> <p>£1500</p> <p>£200</p>                         | <p>All children will have total access to every lesson which will ensure they are challenged and engaged.</p> <ul style="list-style-type: none"> <li>Complete an audit of equipment in September to ensure all children can access PE lessons</li> <li>Hold CPD for staff who may not feel confident teaching PE to ARMs children</li> </ul> |

| Key indicator 5: Increased participation in competitive sport   |   |             | Percentage of total allocation:   |
|---|---|-------------|---|
|   |   |             | %   |
| Intent  | Implementation  | Impact      | Sustainability/Next Steps   |
| 4.3 To plan and deliver a School Games Day - All children in Key Stage 2 to participate in at least one event within school which promotes competition.     | Determine date / cultural element. <b>(ST)</b>  | £0          | Children will all leave with a sense of achievement and pride as well as an increased interest in a range of PE and sporting activities in and out of school. |
|   | Ensure pupil voice by involving Sport Leaders in the planning process (e.g. regular meetings). <b>(ST/Children)</b> | £0          |   |
|   | Communicate detail of event to parents (letters, website, and FB) <b>(ST/NG)</b>                                    | £0          |   |
|   | PE Apprentice to support with organisation of School Games Day <b>(ST/LB)</b>                                       | £497<br>5%  |   |
| 4.4 To plan and deliver variety of intra-school competitions or festivals. All children to take part in at least three intra-school events across the year. | Link classes with same PE topics to facilitate intra-school competition. <b>(ST)</b>                                | £0          | All children will have the opportunity to take part in age and stage appropriate level of competition.  |
|   | Set date(s) for intra-school events <b>(ST/NG/RH)</b>   | £0          |   |
|   | Meet with staff to plan and discuss format, delivery etc. <b>(ST)</b>   | £0          |   |
|   | Communicate detail of event(s) to parents (letters) <b>(ST/NG)</b>  | £0          |   |
|   | Utilise personal best and intra-school competition resources available via affiliation to the GSSP <b>(ST)</b>      | £488<br>15% |   |
| Hold a Sports Day with competitive elements. <b>(ST)</b>  | £720  |             |   |

|   |   |   |   |  |
|---|---|---|---|--|
| <p>4.5 Ensure that PE &amp; School Sport provision is informed through 'student voice' - Set up a group of Y6 children to become the sports leaders and team captains for each house team (SSOC).</p> | <p>Hold regular sports leaders (SSOC) meetings. <b>(ST)</b></p> <p>Obtain feedback on 'NEW' PE lessons to inform future planning. <b>(ST)</b></p> <p>Provide opportunity (meeting) to allow focus on inter-school event participation and attendance. <b>(ST)</b></p> | <p>£0</p> <p>£0</p> <p>£0</p>                             | <p>Children will have ownership over their PE and physical activity sessions which will lead to increased engagement and participation.</p> | <ul style="list-style-type: none"> <li>PE student voice has not been set up this year due to COVID guidance however this will be set up in September with Y6 children</li> </ul>   |
| <p>4.6 To attend a broad range of inter-school competitions.</p>  | <p>Whole class groups to attend Whickham school events organised by cluster School Sport Co-ordinator. <b>(ST/NG/HW/LB)</b></p> <p>Attend School Games events (FOC) and ADDITIONAL events available via affiliation to the GSSP. <b>(ST/NG/HW/LB)</b></p>             | <p>£650</p> <p>20%</p> <p>£650</p> <p>20%</p> <p>£630</p> | <p>Increased participation in competitive sport as well as opportunities to take part in a range of sporting activities and events.</p>     | <ul style="list-style-type: none"> <li>Whickham cluster events have not been possible this year due to COVID guidance however Swalwell will continue to take part like they have in previous years in the September</li> </ul> |
|   |   | <p><b>Total Spend:</b></p> <p><b>£17,975</b></p>          |   |  |

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

## Apportionment Calculations

### CARRY OVER FUNDING (figures in green)

### GENERAL SPORTS PREMIUM SPEND (figures in black)

### PE APPRENTICE (figures in red)

PE apprentice to plan to deliver targeted club at lunch times and break times to engage the least active children (available to all children). **(ST/LB/RH) 10%**

In addition to the lunch time and break times activities highlighted in section 1.1; PE apprentice to deliver after school activities – available to all children. **(ST) 5%**

Sustain engagement with the Daily Mile programme – PE Apprentice to lead **(LB) 5%**

PE Apprentice to support with implementation and individual pupil assessments **(ST/LB) 25%**

PE apprentice to support staff delivery of PE Lessons. Staff to support and observe to enhance their knowledge of activities and to observe good practise. **(LB) 15% x 2**

PE Apprentice to support with organisation of School Games Day **(ST/LB) 5%**

PE apprentice to provide targeted interventions for early years children. **(ST/LB) 20%**

### GSSP (figures in blue)

Access ADDITIONAL training opportunities & resources provided through affiliation to The Gateshead School Sport Partnership (GSSP) inc. support available via CLUSTER School Sport Coordinator. **(ST) 20%**

Utilise sports coaches and clubs to introduce 'new' and alternative sports/activities to children (inc. opportunities available via affiliation to GSSP) **(ALL) 5%**

Attend as many new festival and participation events as possible. School Games opportunities and those provided by affiliation to GSSP). **(ST/NG) 20%**

Utilise personal best and intra-school competition resources available via affiliation to the GSSP **(ST) 15%**

Whole class groups to attend Whickham school events organised by cluster School Sport Co-ordinator. **(ST/NG/HW/LB) 20%**

Attend School Games events (FOC) and ADDITIONAL events/competitions available via affiliation to the GSSP. **(ST/NG/HW/LB) 20%**

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