



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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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 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 July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • The profile of PE and sport raised across the school. With high quality PE lessons delivered and a strong culture of participation. • An increase in the breadth of physical activities during playtimes. New play equipment to engage and motivate students as well as staff having the confidence to promote, deliver and encourage pupils in physical activities. • Increased range and provision of curriculum activities including horse riding, climbing, kayaking, rugby, table cricket and cycling. Each class timetabled for at least two PE lessons a week, a swimming lesson and horse riding. • Extra-curricular provisions after school in clubs for general sports, football and swimming. • Competitive opportunities developed at level 1 and level 2 competitions, including participation at Rugby festivals, Northumberland Primary Panathlon and the Northumberland School Games. • A wellbeing week offered in school further promoting health, sport and wellbeing, as well as the school sports day which included a broad range of activities. 	<ol style="list-style-type: none"> 1. Increased links with therapies, including occupational therapy and physio for students. 2. Increased confidence, knowledge and skills of all staff in teaching PE and Sport. Use of shared planning, team teach, learning walks, as well as further development and changes to the assessment framework, leading to an increase in provision and quality of PE and School Sport. 3. The Daily Mile embedded within the culture of the school and active learning encouraged across the curriculum.

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	12.5%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	12.5%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	25%
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?	No –Some year 7 and 8 pupils have also participated in school swimming this year to boost their water confidence although this has been funded separately.

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: 2019/20		Total fund allocated: £16 319		Date Updated: June 2020	
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:
					%
					2%
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?:	
<p>Increased breadth of physical activity during playtimes.</p> <p>The Daily Mile embedded for all primary students. Promotion of being in the outdoors regardless of weather and enjoying the natural environment. Increased mindfulness of the nature, social interactions and increased independence by all students.</p> <p>To build self-esteem, increase wellbeing and improve lifestyle choices, embedding a lifetime of active living.</p>	<ul style="list-style-type: none"> Staff confident to engage and promote active playing. Twilight training and a booklet comprising playground games distributed amongst staff. TA organising football activities on a break / lunch time. All primary students to access 15minutes of additional activity per day. Records of participation and achievement attained. Students resilience increased as the routine of the Daily Mile becomes embedded, regardless of external variables. 		Maintenance of the school cycle track.	<ul style="list-style-type: none"> A broad breadth of activities on offer during playtimes facilitated by staff. Pupils accessing the Daily Mile as part of their daily routine. Increased mind-set and readiness to learn. Greater resilience of pupils. Pupils more enthusiastic about the outdoors. Active lifestyles embedded into daily routines. Breakfast club and healthy snacks ensure pupils have the energy to 	
				<ul style="list-style-type: none"> Sports Leader programme built into the school so Leaders can progress from Level 1 to HSL3. They can then assist in the running of lunch time sports clubs. Sports Apprentice system embedded to shadow Sports Leaders. Sharing of best practice and ideas through staff training and therefore raising the profile of PE. Evidence and monitoring system developed for all pupils to self-assess their 	

	<ul style="list-style-type: none"> Two hours of quality PE for all primary aged pupils with additional swimming for all primary aged students. Wellbeing week and PHSE lessons raising the profile of making healthy choices, exercise and wellbeing. Addition of breakfast club and healthy snack time. 	School swimming for all primary aged students and additional swimming for some year 7 and 8 pupils.	attain in lessons.	<p>progress completing the Daily Mile.</p> <ul style="list-style-type: none"> In 2020/21 build in Jasmines Real PE programme for self-evaluation and development.
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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

40%

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:

A culture of participation in physical activities and school sport.
Pupils beginning to see and identify themselves as athletes.
PE and therapies working together to enhance the quality of movements and activities. Active pupils equalling strong pupils.
Pupils doing 60minutes of physical activity a day, with at least 30minutes

- PE notice boards enriched with images of our pupils participating and succeeding in PE and Sport.
- Pupils dreaming, believing and achieving and a broad range of physical activities.
- Active learning encouraged across the curriculum.
- Variety of new sporting opportunities offered to pupils including table cricket, rugby and cycling.

Active Maths programme £1782 for 3 years
External

- After school Sports club with 10 regular participants.
- PE becoming a core skill and important part of the curriculum and school ethos.
- The Daily Mile introduced and embedded for all primary aged students.
- Profile of Collingwood's athletes raised in and out of school via the school

- Greater involvement of pupils in after school provisions.
- High quality PE lessons with appropriate resources encouraging positive engagement of pupils in PE.
- Young Sports Leaders beginning to be rolled out in school.
- Staff trained to deliver Young Sports Leader

<p>a day taking place in school hours.</p>	<ul style="list-style-type: none"> • Success regularly celebrated in assemblies, on the school website and on twitter. Nominations made at the Morpeth Sports Awards and North East Disability Sports Awards when appropriate. • Improved behaviour, self-esteem and independent working skills of pupils. • Building pupil self-confidence mind set and resilience. • Leadership opportunities for pupils. 	<p>coaches to introduce sports £4600</p>	<p>website, during assemblies and on the Collingwood Hall of Fame notice board.</p>	<p>Training.</p> <ul style="list-style-type: none"> • Active School Planner introduced to clearly evidencing the quantity of PE, School Sport and Physical Activity taking place in schools.
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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	10%
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:
Improved quality of PE teaching across the schools.	<ul style="list-style-type: none"> PE subject leader to provide updates throughout the year in staff meetings. Team Teaching taking place. Learning walks, curriculum area meetings and planning shared between staff. Development plans and lesson plans shared between staff. Assessments updated and shared in line with the new curriculum focus. The assessment refined and upgraded in line with the new curriculum focus, with all staff aware of the changes and their impact. Teachers delivering PE linking with other school to share best practice. PE lead accessing subject leaders training delivered by Northumberland School 	PE lead training £300. CPD training for other staff delivering PE £400. £1000 Supply cover costs of courses / competitions.	<ul style="list-style-type: none"> Primary teacher's team teachings alongside PE lead to gain knowledge and ideas on a weekly basis. New equipment to facilitate enhanced lunchtime play and extra-curricular club provision Participation of all children in PE lessons (even if through observation and evaluation) PE resources and prepared in advance of the lesson and then put back correctly. New assessment in place and shared with staff. Planning shared between staff. Increased confidence in staff due to their increase in knowledge and support mechanisms as a team in place. 	<ul style="list-style-type: none"> PE lead regularly communicating with the Northumberland School Sports Development Officers and School Games Coordinators. Networking between schools to encourage sharing of best practice. All schemes of work, planning and funding expenditure shared with staff during meetings and on the shared drive. Staff trained in using Jasmines Real PE programme. Jasmines Real PE introduced to pupils in 2020-21. Staff requiring further support identified, supported and relevant

	Sports Partnership.			CPD provided. <ul style="list-style-type: none"> Subject lead continue to be allocated time to meet with staff delivering PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	37%
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: New activities added to the curriculum including boxing, yoga and table cricket. As well as adapted games such as seated football, crab football, seated volleyball and goalball. Continuation of rugby and cycling for all students. Top Up cycling for pupils almost pedalling independently. Top Up Swimming offered to KS3 students unable to swim 25m unaided.	<ul style="list-style-type: none"> Activities coordinated and plans shared with staff. Greater range of lunch time and after school clubs. Increased school-club links as guest athletes and external coaches from local clubs visit Collingwood. New equipment and additional resources to meet teaching requirements of new curriculum delivery. 	Cycling provision £4100 Rugby provision £500. Top Up Swimming. New equipment and maintenance of the current bikes £1500	<ul style="list-style-type: none"> All year groups offered activities they haven't previously experienced. New activities included within the curriculum. Top Up swimmers assessed at the end of the course over a 25m swim. Top Up Cyclists assessed on their balance and independence in pedalling after course. Students able to use safe, relevant, quality equipment. 	<ul style="list-style-type: none"> Pupil premium children highlighted and targeted for Top Up opportunities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	10%
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:
Children have new and increased opportunities to take part in competitive sport.	<ul style="list-style-type: none"> To increase participation rates in competitive PE and sport. To give the children the opportunity to liaise with children from others schools. Aim for the Sports Mark Gold. Hold regular level 1 (in-house) competitions. Attend a broader range of level 2 festivals and competitions, include the Primary Panathlon and Northumberland School Games. 	Competitions for students to attend off school site £1400, covering supply costs and transport. £200 for the development of certificates and medals for level 1 competitions.	<ul style="list-style-type: none"> Pupils attending the Northumberland School Games. Pupils attending the All Stars Rugby Festival. Pupils attending the Northumberland Primary Panathlon competition winning gold and silver between their two teams. Pupils have opportunities to participate in competitive sports competitions, with the Sports Mark Gold criteria the target. Inter-house competitions run and organised by Sports Leaders, again with the Sports Mark Gold Criteria the target 	<ul style="list-style-type: none"> Continue to develop opportunities for a broader range of pupils to participate. Results published on the school games blog, PE sports board, through the newsletter, school website and twitter. School to deliver in-house Primary Panathlon and hopefully attend ten pin bowling level 2 competitions later in the school year.

Signed off by	
Head Teacher:	<i>G. Linklater</i>
Date:	11.06.2020
Subject Leader:	<i>[Signature]</i>
Date:	11.06.2020
Governor:	<i>Kath Faulkner</i>
Date:	11.06.2020