



Evidencing the Impact of the Primary PE and Sport Premium

Commissioned by
Department for Education

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Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Increased participation in competitive school sport. Improved resources most notably in gymnastics and table tennis. Strong links developed with external coaches and instructors –cricket, dance. Strong transition program of event for Y4 pupils in preparation for starting at St Joseph’s.</p>	<p>Continued staff development in the delivery of PE. Development of lunchtime activities to encourage further participation in exercise. Further development of the extra-curricular provision. Development of SEN extra-curricular sporting opportunities.</p>

Meeting national curriculum requirements for swimming and water safety (pupils in cohort)	Please complete all of the below*:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? (St Joseph’s pupils who achieve this must be able to swim at least 100m with good stroke technique)</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<p>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? (KS2 swimming provision has been provided during First school education, St Joseph’s provides additional swimming for Y6 pupils)</p>	<p>Yes</p>

*Schools may wish to provide this information in April, just before the publication deadline.

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 students today and for the future.

Academic Year: 2019/20		Total fund allocated: £17,640		Date Updated: October 2019	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 23%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £6500	Evidence and impact:	Sustainability and suggested next steps:	
<p>First school links.</p> <p>Whole school clubs to continue to provide a wide range of opportunities for pupils to be active. Whole school clubs to continue in, football, rugby, cross country, volleyball, rounders, athletics, cricket, table tennis open to all pupils at lunch and after school</p> <p>Updating and replacing equipment to ensure adequate provision in all lessons. (Focus on ball skills activities and indoor options such as New age Kurling /Boccia)</p> <p>Development of Sport Week for all pupils.</p>	<p>Work with ESV to co-ordinate first school transition PE activities (rounders afternoon). Sports leaders to assist with afternoon.</p> <p>School staff to provide time. Pupils to be selected to represent St Joseph's in competitive situations. Subject leader to source external coaches for additional activities.</p> <p>Subject leader to do a stock take and equipment check and update and replace when necessary.</p> <p>Subject leader to be given time to liaise with staff to organise a</p>		<p>Pupils due to attend St Joseph's in Y5 are familiar with staff and the school environment. Sports leaders provided the opportunity to have a wider range of activities available.</p> <p>Registers kept of pupils attending clubs. Where possible the school has entered competitive inter school competitions.</p> <p>Pupils perform with more up to date equipment, developing their confidence when performing.</p> <p>All pupils will be more physically active during the week than</p>	<p>Activity to continue next year. Development of links to be considered with more opportunities for feeder schools to spend time at St Joseph's.</p> <p>Continue to offer a varied extra-curricular programme. Look for opportunities to further develop this.</p> <p>Equipment to be used in future years for pupils attending the school.</p> <p>Potential for a pupil voice</p>	

Development of 'Marathon Kids' running program.	<p>timetable for all year groups. Subject leader to contact external agencies to arrange a variety of different activities for pupils to participate in.</p> <p>Subject leader to look into the purchase of 'Marathon Makers'. Sports leaders to work as Marathon Kids Ambassadors.</p>		<p>during a normal school week. Pupils will experience unfamiliar sports and activities that they may wish to pursue outside of school.</p> <p>Development of awards board and permanent course on yard and field. Celebration of achievements in assemblies.</p>	<p>survey to measure the impact of the Sports Week. Potential for the Sports Week to become a permanent fixture in the school diary.</p> <p>Parent link with Marathon Kids App.</p>
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<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 6%</p>
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £2200	Evidence and impact:	Sustainability and suggested next steps:
<p>Sporting achievements celebrated in whole school 'celebration assemblies'.</p> <p>Purchase of equipment to be used at lunchtimes. Encourages pupils to undertake physical activity in lunchtimes with friends from different form classes.</p> <p>Development of Y8 Sports Leaders program to include coaching qualifications.</p> <p>Development of Marathon Kids</p>	<p>Subject leader to inform SLT of achievements. Achievements loaded onto school website and social media platforms.</p> <p>Subject leader to purchase and assemble equipment.</p> <p>Pupils identified by Subject leader and SLT.</p> <p>Assembly to explain to pupils the format of Marathon Kids. Subject</p>		<p>Pupils proud of achievements. Pupils more forthcoming with their achievements outside of school.</p> <p>Equipment is used when the weather allows.</p> <p>Sports Leaders provided with sport leader hoodies to make them identifiable. Sports leaders to assist with running lunchtime clubs which provides greater opportunities for pupils to be active during lunchtimes.</p> <p>Pupils and staff have a more</p>	<p>Continue with updates in assembly. Develop sporting achievement noticeboard.</p> <p>Potential for school council to inform subject leader of other equipment they would like to purchase. May need to obtain a storage container in the future.</p> <p>Sports leaders are seen as role models by younger pupils which develops a more positive view of sport within pupils. Pupils aspire to be Sports Leaders in the future.</p>

program to develop a more positive attitude towards running and exercise in general.	leader to discuss in staff meeting to ensure all staff are on board.		positive attitude and approach to PE.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>KS2 dance. All lessons have been led by a dance specialist providing pupils with high quality dance provision.</p> <p>Departmental staff development led by subject leader. Staff develop their confidence in delivering a range of sports to pupils. Pupils have the potential to achieve more as staff are confident to push pupils due to their increased subject knowledge.</p> <p>Cricket coach to lead KS2 lessons providing pupils with high quality provision.</p>	<p>Dance specialist booked by subject leader. Dance timetabled into KS2 curriculum map to fit with external dance teacher's availability.</p> <p>Subject leader to timetable time for staff development sessions. SLT to confirm dates and supply cover in place. PE HLTA to be used to deliver PE.</p> <p>Cricket coach booked by subject leader to work alongside non specialist PE teachers.</p>	<p>£1640</p>	<p>Consistent delivery of dance across KS2. Teachers are more confident at assessing dance as demonstrated by moderation of grades. After school dance club now run by non PE specialist teacher (register of attendees kept) Pupil assessment levels are high for this activity.</p> <p>Staff have more confidence and awareness of how to set up and organise lessons and assess pupil progress.</p> <p>Consistent delivery of cricket across KS2. Teachers are more confident at assessing dance as demonstrated by moderation of grades.</p>	<p>Continued moderation of subject staff in the assessment of dance. Subject leader to liaise with external dance teacher regarding the PE timetable for next year.</p> <p>Possibility of further staff development sessions. Subject staff to liaise with subject leader regarding assessment of pupils.</p> <p>Continued moderation of subject staff in the assessment of cricket. Subject leader to liaise with external cricket coach regarding the PE timetable for next year.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				30%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
		<p>£2300</p>		

Further development of table tennis in school and through extra-curricular activities.	Subject leader to include table tennis in Y5 ball skills and initial assessment lessons. New resources and scoring system purchased. Resources to include larger balls for SEN pupils.		Consistent delivery across all year groups. Reintroduction of inter school competitions. House competitions and extra-curricular clubs attended with registers kept.	Promote links with Matfen Hall table tennis club for pupils to further develop their skills.
Development of swimming. Opportunities used to provide extra sessions for weak swimmers and to push pupils on to achieve good technique when swimming greater distances.	Pupils identified for extra lessons. Lessons booked at the Wentworth Leisure Centre. Transportation booked and staff organised to support pupils.		Higher percentage of pupils leaving Y6 with confidence in water. PE HLTA to sign the school up to School Swimming and Water Safety Charter.	Promote swimming lessons at the Wentworth for pupils who have not reached 25m. Potential for a swimming gala.
Extra-curricular sports club to be developed and run by PE HLTA after school	Pupils to participate in a range of activities over the course of the year.		Registers kept of pupils attending clubs.	Potential for the development of a club which targets pupils that are less confident in PE and/or do not participate in regular exercise outside of school.

Key indicator 5: Increased participation in competitive sport	Percentage of total allocation: 28%
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £5000	Evidence and impact:	Sustainability and suggested next steps:
Affiliation to NGB's and entry fees to competitions to maintain our inclusion in area and county competitions. This allows pupils the opportunity to compete in competitions and covers insurance in some sports.	Complete affiliation and registration forms. <ul style="list-style-type: none"> • West Tyne SFA • Tynedale Schools Athletics • Northumberland Schools Athletics • Northumberland rugby <ul style="list-style-type: none"> • Northumberland table tennis • Tynedale volleyball 		School is affiliated and can participate in activities with insurance cover provided through affiliation.	Subject leader to look at new opportunities and activities that could develop pupils' participation in competitive sport.
Transportation to events so that pupils	Bus and minibus bookings to be		Pupils have competed in a wide	Pupils enjoy competing against

<p>can compete in area, regional and county competitions.</p>	<p>made in advance of events.</p>		<p>range of competitive events including tag rugby, football, athletics, cross country and cricket.</p>	<p>other pupils and representing the school. Opportunities for pupils to pursue the activity outside of school through links made with coaches and organisers of the events.</p>
<p>Supply cover to enable PE specialist teacher to attend sport events to provide specialist coaching and advice before and during competition.</p>	<p>Supply cover booked with supply agency. PE specialist to leave supply work for lessons being covered.</p>		<p>Pupils have the opportunity to participate and compete against other pupils.</p>	<p>SLT to continue to support subject leader by providing cover for lessons.</p>
<p>Become involved in Northumberland school games SEN program.</p>	<p>Specialist transportation (where appropriate).</p>		<p>Increased competitive participation opportunities for pupils who may not have competed previously. Pupil self-esteem and confidence increase as a result.</p>	
<p>Development of competitive House competitions throughout the year.</p>	<p>Sports leaders to assist with the running of sporting events and competitions throughout the year linking into the school's house system.</p>		<p>Pupils are proud of their house and support other pupils from different year groups improving social skills amongst pupils.</p>	