

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by

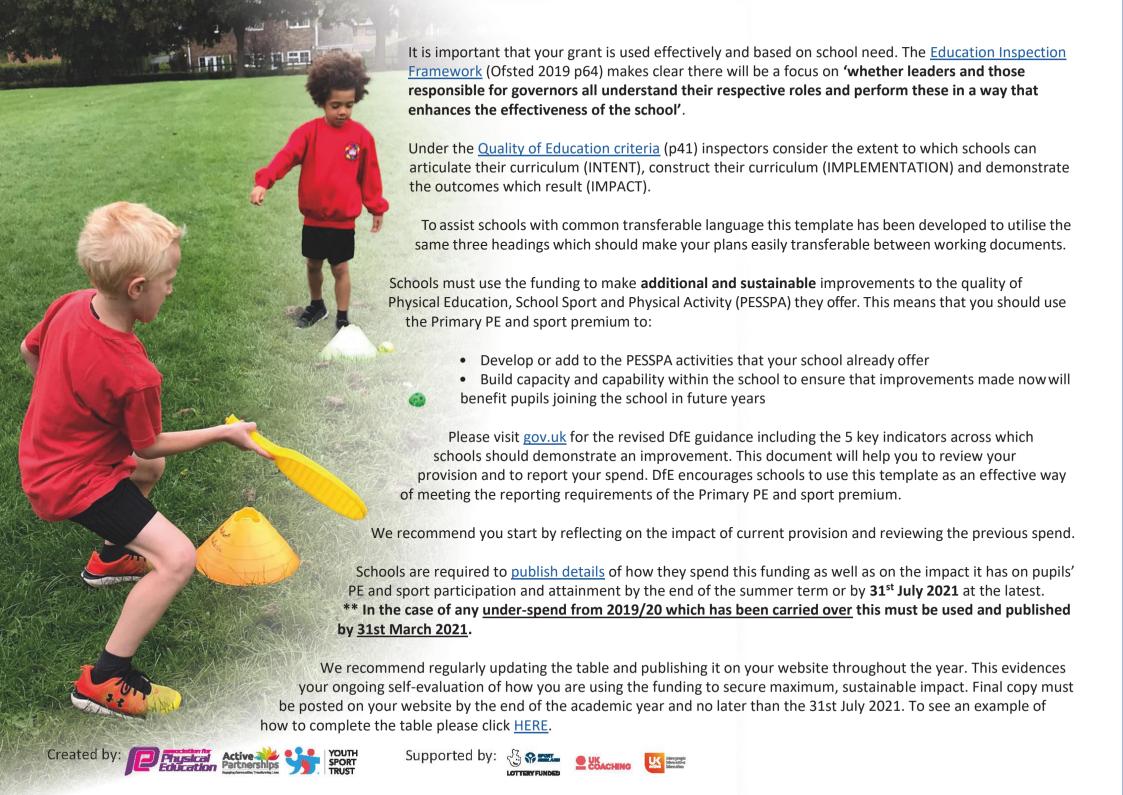


Department for Education

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 2020: Areas for further improvement and baseline evidence of need: All children take part in at least 2 hours of sport/PE each week and now partake in a PSHE 'Jigsaw' session in combination with P.E. to Continue CPD of support health and wellbeing. staff. In the last 12 months all pupils from Y1 to Y6 have taken part in sporting activities, both individual and competitive team sports such as netball, dance, skiing, swimming, football, Skipping, SAQ, Yoga and rugby, to name a few, during PE lessons. Ongoing – to try Our children participate in in-house competitions such as sports day as well as taking part in our 'Sports Week' (last held in 2019 due to to have more current Covid-19 restrictions). teams represent Our sports day consists of a variety of activities involving Reception to Year 6. the school at Level 3 Our sports week consists of varied activities such as archery, Flo-Rider, skiing, swimming, roller skating and many more. competition Children from Years 5& 6 spend at least one half term swimming. Year 6 children who need extra swimming have been identified in order standard. to ensure they meet the end of Year 6 swimming criteria, every academic year. Children from Year 1 – 6 compete in cluster and city-wide tournaments. These are organised by Kepier School and The School Games To continue to Association consisting of hockey, netball, rugby, Infant-Agility, SportsAbility, football and many more. encourage the A mixed team of Y5 & 6 pupils participate in the SPSNA Netball league every year. incorporation of The school has focused on up-skilling staff in various sports and sports related activities such as dance, football, netball, SAQ, Girls Active, The Daily Mile Real P.E. and Change4Life to improve the standard of P.E. delivered to the children. This has had an extremely positive effect on the staff into the daily and children, also the children's development through the delivery of high-quality P.E. sessions. timetable across The school also employs a number of sports coaches such as a permanent in-house sports coach and a yoga instructor, which greatly all year groups. benefits both the children's physical and mental well-being. In the 2019-2020 academic year, we identified the need for additional P.E. intervention for SEND children to enhance their development To continue to e.g. co-ordination and social skills. We also aim to improve self-confidence and encourage participation within sporting events. A large keep up-to-date number of our staff participated in SAQ training which helps children with essential movement skills such as early movement. This training with with the children has supported them and greatly benefited them in participating in external sporting events as well as in day to day life. Government SEND children are given extra P.E. intervention on a Friday afternoon. guidelines We have also identified the need to continue to engage less active girls in physical activity and therefore a member of staff attended a concerning Girls Active course and as a result, a lunchtime club has now been founded, ran by girls, offering a range of different sporting activities,











such as basketball.

Covid-19 Adjustments and Influencing Further Development

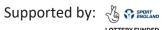
- Ensuring all staff are familiar with current Government Covid-19 guidelines and restrictions for the teaching of P.E. in schools.
- Ensuring the organisation of outdoor, non-contact P.E., in groups of 15 or less.
- Sanitising of equipment and hands is paramount and on-going.
- Staff to ensure that all children (including themselves) wash hands before participating in P.E. and before returning to the classroom.
- Staff to ensure that the teaching of non-contact P.E. remains age-related is therefore applicable to the children participating and clear individual progress is being made within the activities taught.
- Before the November 2020 Government up-date of teaching of P.E. in schools, children were participating in both S.A.Q. and gymnastics sessions within P.E. due to minimal contact with equipment. Any equipment used was cleaned and sanitised. Within these sporting activities, children were able to adhere to social distancing rules.

Covid-19 and ensure that they are adhered to during physical activity sessions.













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: £0	Date Updated: November 2020		
What Key indicator(s) are you going	g to focus on?	•	•	Total Carry Over Funding:
				£
Intent	Impleme	ntation	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?	87.5%
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.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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 – usually booster swimming sessions occur within the last term of every academic year, for Year 6 pupils













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: £19,540	Date Update	d: £19,540 on 30/04/2021	
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		Percentage of total allocation: 50.1%		
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:
 Brain Gym (Wake-Up-Shake-Up) performed in classrooms twice a day for 10 minute sessions. 1x 15 minute a.m. break and 30 minute active lunch break. Throughout the week there are Reception – Year 6 refereed football matches on the yard. After school clubs which encourage development of sporting skills as well as overall engagement in physical activity 	 Teachers and sports coaches who deliver sessions. Two internal sports coaches who organise activities for the children. External Yoga coach who delivers sessions. American football coach who delivers sessions. 		 Whole school participation in Daily Brain Gym. Whole school participation in Break Time. Pupils attend afterschool clubs which includes sporting activities. Whole school offered American Football and Yoga sessions. Whole school participation in The Daily Mile. 	Continue to support staff in the inclusion and promotion of The Daily Mile within the school daily timetable.

 Broadening of access and inclusion to a wide variety of sports. 		
Inclusion of The Daily Mile.		

Key indicator 2: The profile of PESSPA	A being raised across the school as a t	tool for whole s	school improvement	Percentage of total allocation:
				8.1%
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:
 Weekly celebration assemblies (currently held in class with pupils and teacher only due to Covid-19 restrictions) Half termly newsletters to ensure the whole school and parents are aware of the importance of P.E. and Sport 	 Achievements celebrated in assembly and newsletters (match results + notable achievements in lessons). Medals/trophies presented in assemblies. Pictures to be taken of sporting teams and club 	£1600	 Engagement with a wide range of pupils across the school in sporting activities. Phone calls made to parents in order to celebrate children's achievements. 	 Continue to work closely with parents to relaunch 'Celebration Assemblies' once Covid-19 restrictions are lifted Continue to support staff in the inclusion and promotion of The Daily Mile within the school
to encourage all pupils to aspire to being involved. • Daily brain gym.	 ambassadors to display on board. All staff to continue promote 		 Encouragement of aspiration to represent the school and partake in sporting activities. 	daily timetable.
 P.E. notice board in school which celebrates successes and advertises School Sports Council, Change4Life 	 and include The Daily Mile. Creating large A1 visual images to celebrate our children in sport. 		 Children show a keen attitude in completing The Daily Mile and have begun to openly set 	















Girls Active ambassadors and	completion of The Daily
the success of sporting teams	Mile.
which have represented the	
team at sporting events.	
The Daily Mile.	
Celebrate children's successes.	











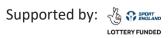
(ey indicator 3: Increased confidence,	, knowledge and skills of all staff in t	teaching PE and s	sport	Percentage of total allocation	
			1	16.8%	
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	are linked to your allocated: pu		Sustainability and suggested next steps:	
 In order to improve progress and achievement of all pupils the focus is on up-skilling staff. Power of P.E. P.E. Curriculum Staff utilising programmes and challenges such as Fantastic Four, Newcastle Falcon Rugby Champions, LTA Primary P.E. within afterschool clubs. Use of Fantastic Four programme to promote personal challenges in order to maintain fitness, skill, competitiveness and positive attitude in children during Covid-19 restrictions. Children exposed to a wide variety of sporting activities. 	 Identify local centres who are running courses in order to upskill staff. Establish dates when cover is required and appoint staff to cover. Ensure that time is provided for schoolbased working. 	£2700 £600 – CPD	 Improved subject knowledge for teachers as well as higher competency level in teaching. Subject leader to carry observations on staff and provide effective feedback 3 staff members received Change4Life training. 2 staff members received Mental Health and Wellbeing Training. P.E. Lead and 1 member of staff attended both School Games P.E. Conferences. 1 member of staff received LTA Primary P.E. online training. 	to engage in a wide variety of sporting activities.	















Key indicator 4: Broader experience o	orienteering equipment and celebration posters. f a range of sports and activities off		 Champions online training. P.E. Lead participating in School Swimming Conference (May 2021). Pupils have a keen interest and enjoy participating in P.E. and sports activities. Less engaged pupils are more engaged and keen to participate. 	Percentage of total allocation: 23%
Intent	Implementation Impact		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:
Our school continues to offer a wide range of activities both within and outside of the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional sporting and P.E. activities (Girls Active, SportsAbility & C4L).	Continue with involvement of both internal and external coaches to work with children and staff during the weekly timetable, Gifted and Talented sessions, SEND sessions and in after school clubs.	£4500	 Positive feedback from pupils as well as parents. Clear progress made within sporting activities by all children. A keen interest from children in a wider variety of clubs through a wider participation. 	 To continue to build positive links with the centres. To continue to build positive links with external coaches. To ensure re-establish links with Hetton Swimming Pool in sight of Covid-19 restrictions being lifted.













•	Continue with 'Sports Week' as this offers a wide variety of sports for all pupils		
•	Our school offers a wide variety of after school clubs, all having a high attendance rate.		
•	Our school has an external Yoga instructor, who delivers P.E. sessions, extra intervention sessions to vulnerable and SEND children as well as an afterschool Yoga club.		
•	An internal sports coach offers an American Football club to all children across the school.		













Key indicator 5: Increased participatio	n in competitive sport			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: • 2019-2020 We identified the	Make sure your actions to achieve are linked to your intentions: • Staff trained in S.A.Q. to	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: • Parental feedback is	Sustainability and suggested next steps: • Try to have more teams
need for additional P.E. intervention for SEND children to enhance their development (i.e. co-ordination and social skills) but also to improve self- confidence and encourage	deliver sessions to the identified children in order to help improve coordination, mobility and motor skills.		positive for the improvement they have seen within their children. • Positive feedback from the children.	represent the school at Level 3 competition standard once Covid-19 restrictions are lifted. Review assessment
 participation within sporting events. A staff member attended an F.A. Girls Active course which focuses on the engagement of less active girls (specifically 	 F.A. Girls Active club held during two lunch times where the club ambassadors organise a range of sporting activities, supported by an internal sports coach. 		 Increased self-esteem and confidence shown by willingness to participate in future events. Increased participation in 	system to find essential areas and criteria to aid pupils' development.
upper KS2) to encourage participation in sport as well create a positive link between sporting activities participated in within primary school and onto secondary school.	 Our internal sports coaches run our C4life club within every Breakfast Club as well as on a Friday afternoon which provides less active pupils with the 		lunchtime clubs as the weeks progress.	
 Through on-going Change4Life training within each academic year, the need to engage less active pupils is paramount. A C4L club is held during every 	opportunity to participate in a range of sporting activities.			















breakfast club and also on a	 In previous academic years, 			
Friday afternoon.	we have made sure that			
	pupils from KS1 have			
 Two in house sports coaches 	access to extra external			
to promote participation in	events and competitions			
competitive sports and skill	which are available such as			
development.	'KS1 Infant Agility'.			
	 Ensuring skill development 			
	for competition specific			
	sports.			
	 SportAbility club help for 			
	SEND and vulnerable pupils			
	on a Friday afternoon to			
	support in the			
	development of physical			
	development and social			
	skills.			

Signed off by	
Head Teacher:	Mr A. Bainbridge
Date:	
Subject Leader:	Mr M. Bainbridge
Date:	
Governor:	
Date:	April 2021











