

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Pupils experience a more varied curriculum Staff are growing in confidence with sport delivery PE stock in school allows for a range of sports to be delivered Pupils are becoming more and more active at break time and are more aware of their own health. 	<p>Due to lockdown some routines have been disrupted and need re-establishing</p> <p>Daily Mile – Need all classes to do this daily. It would be easier if we had a permanently marked out track.</p> <p>Brain breaks and daily 30 mins activity – When pupils return , it will be interesting to see if staff still manage to squeeze this in as well as helping catch up on lost learning.</p> <p>Continue to raise the profile of PE in school – some children’s PE kit looks untidy and shows disregard for the subject.</p>

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>	%No Swimming lesson could be delivered and a survey of existing skills could not be carried out due to lockdown.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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: 2019/20	Total fund allocated: £17,150.00 + Carry Forward £14,582.35 = Total £31,732.35		Date Updated: July 2020 Total spent £12,294.48 Carry forward £19,438.22	
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:
				£3824.95 = 22.3%
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">• To achieve an active 30 minutes per day outside of PE lessons• For all children to do a minimum of 2 hours of PE per week.• To provide more opportunities for children to take part in extra-curricular activities.• To encourage children to be more active outside of school• Pupils to be more active during lunchtime• To engage more pupils in physical activity	<ul style="list-style-type: none">• Early Years through to Year 4 will use Go Noodle and Brain Breaks by the Learning Station to use as movement breaks/ active lessons, for brain breaks and during wet playtimes.• For each class to run the daily mile – all days if possible, but as a minimum, on the days that they don't have PE.• Continue to train pupils to be playground leaders.• Playground leaders run	Brain Brakes action songs bought (digital copy) £45 Newcastle PE and Sport Services Play Leader Training £215 Day supply to release staff member to mark out the daily mile track and	<ul style="list-style-type: none">• Just looking at the yard, it is obvious that more children have active playtimes. In KS2 74% of pupils said they felt they were more active because of playtime toys. KS1 pupils seem to run less because there are more creative activities available on their yard. → Providing resources on the yard has really motivated children, however they seem to quickly get lost or broken – top up resources needed.• More children have been involved in skipping, games	Following lock-down it is more important than ever to ensure the active 30 minutes as a means to maintaining health and fitness. Many pupils have become sedentary and struggled to complete the daily mile without walking. Mental health will also be a priority - exercise and PE and Sport will be used to help to alleviate anxiety and Mindfulness and calming activities can be accessed through Go- Noodle. Playtime games stock needs

	<p>sporting activities such as catch, skipping and tag.</p> <ul style="list-style-type: none"> Children are encouraged to be more active on the Playground through 'Active Stickers' awarded by playtime staff and Sports Reps. Intervention clubs for those pupils who are identified as not taking up enough sport or who are identified with specific needs by class teachers . Playground toys for KS1 yard / after school club to encourage active play by those who don't enjoy running games <p>During lockdown and with partial closing of the school, teacher set weekly active learning for children through links to Joe Wicks and a daily sports challenge calendar provided by Newcastle Sports Service.</p> <p>Covid resources ordered so every child had their own rope</p>	<p>demonstrate with classes. £140</p> <p>Playtime resource Boxes created for each key-stage £1120 for skipping festival sets for every class.</p> <p>Play leader vests £48.95</p> <p>Stickers to reward active play £13.80</p> <p>Premier Sports after school Multi skills club £450</p> <p>Premier Sports after school football club £450</p> <p>Scooters, trikes, chariots and rickshaw for Ks1 / After school</p>	<p>resulting in more settled playtimes.</p> <ul style="list-style-type: none"> Although ordered late in the year skipping ropes have been well received by children. There are concerns over safety when the yard is crowded, so perhaps a rota should be used. Uptake of the sports clubs has been excellent. In fact there was a waiting list because pupils were so keen to take part. All specially identified pupils took up their places at the clubs. Prior to lockdown 57% of pupils were taking part in additional sporting opportunities run by by outside coaches or school staff. Due to lockdown Spring and Summer clubs such as cricket, girls dance and athletics did not go ahead. Playtime leaders worked well initially, however pupils soon realised they would rather be playing than organising - Future sports leaders will need to be chosen carefully and perhaps rewarded → Sports Leader Hoodies? 	<p>replenishing and as the school expands additional skipping resources will need to be purchased.</p> <p>New playtime leaders will need to be trained and 'Sports Leader' hoodies should be investigated as fluorescent vests did not work.</p> <p>Risk assessments for active play on the yard need to be carried out – especially once COVID restrictions are lifted and playtimes become busier.</p> <p>The daily mile course needs to be more permanent as cones were often disturbed. Also, the field became worn and muddy at certain points in the year.</p> <p>Playtime ball games sometimes resulted in injuries. We could investigate the cost of a MUGA to allow a safe area for pupils to play.</p> <p>Due to lockdown many of the routines set in place earlier in the year have disappeared. Pupils will need to be redirected and trained.</p>
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	, ball , chalk etc to play with and take home at the end of lockdown	club. £1142.20 Covid supplies £200		
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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:
PESSPA – Stands for Physical Education, School Sport and Physical Activity.				£1820 = 10.6%
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>Children and staff should be confident and competent in school sports activities.</p> <p>For pupils to understand the importance of PE</p> <p>Children to enjoy PE and being active / To get more girls active within PE/football</p> <p>To promote PE through the use of social media</p> <p>To promote PE around the school through display.</p> <p>To share more information with parents</p>	<ul style="list-style-type: none"> All staff to wear Dinnington Logo sports tops on PE days with their PE kit (Teachers and TA's). Kit subsidised to ensure full staff buy in Coaching and club opportunities offered to give children maximum opportunity to find sporting activities they enjoy. Sports Reps are encouraging children to be more active and promoting PE by presenting awards in Achievers assemblies. A girl and a boy from our sports leaders will present ideas for new playtime resources to the Pupil School Council, and resources will be ordered. 	<p>Hoodies / Polo T-shirts and Fleece options specified by staff £440</p> <p>Squash Taster £60</p> <p>Premier Sports Multi-skills / Tag Rugby £900</p> <p>£0 (Training costed in section 1)</p> <p>£0 (Resources were taken from general stock)</p>	<ul style="list-style-type: none"> A survey of 40 children in KS1 and 2 showed that 100% liked it when their teachers wore their new PE kit. 92.5% (37 children) said that teachers wearing the new kit made sport feel more important. More children are active at playtime (see section 1) The Sports Reps took great responsibility for the role of presenting awards though weekly celebrations seemed excessive for staff to manage. → Perhaps try ½ termly moving forward. The number of people following on Twitter is increasing and general feedback is that parents like knowing what is going 	<p>As the school expands, we will need to continue subsidising staff PE tops to maintain the feel that PE is important.</p> <p>We need to develop more links with local clubs and invite them in to do assemblies or taster sessions.</p> <p>Following the disruption of Lockdown, it will be important to re-establish the club opportunities offered to pupils.</p> <p>Sports reps will need to be re-trained and chosen carefully – some pupils wanted to play rather than lead. Could Sports reps have caps, badges or hoodies to highlight their importance.</p> <p>Continue to post on social media, but investigate whether a sports twitter feed would be</p>

	<ul style="list-style-type: none"> • PE and Sport is promoted through Twitter, school newsletters and SeeSaw. • Our PE Noticeboard will show our curriculum and intentions as well as displaying photos to celebrate PE success. • School Website is updated with a PE section that contains links to local clubs and images to motivate pupils / families. 	<p>£0</p> <p>1 day cover to create and update the PE display boards in the hall.</p> <p>£140</p> <p>2 days cover for staff to work on the school website</p> <p>£280</p>	<p>on in class. It is difficult to see the impact of sports posts as they are mixed in with class tweets → should we have a Dinnington PE twitter account? ** Many parents actually said they prefer facebook to Twitter → should we look at a school facebook page?</p> <p>Pupils were enthused by the new display.</p> <ul style="list-style-type: none"> • The display is situated in the main hall which is good for pupil footfall, but does not engage parents. Also the display gets damaged by balls during PE lessons. • The website had been updated and contains a number of links to local sports clubs. Images have been added to show off more sports including gymnastics and archery. 	<p>beneficial.</p> <p>Investigate and cost the installation of an outdoor PE notice board. This would allow club links to be shared with parents while also making them aware of our sporting values.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£2446.22 = 14.3% this is low due to COVID disruption
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>To increase staff confidence in delivering high quality PE lessons</p> <ol style="list-style-type: none"> 1.) Carry out a staff confidence survey 2.) Book training if no one suitable in school 3.) Release staff to team teach 4.) Order supporting resources 	<ul style="list-style-type: none"> ➔ Identified areas for support = Dance, Gymnastics, Orienteering, Rugby, warm ups, SAQ ➔ Deliver SAQ team teaching ➔ Order SAQ Eqt'. ➔ NQT PE workshop attended ➔ Leapfrog lesson plans / resources purchased for orienteering. ➔ Northumberland Cricket board delivered cricket coaching Y1-Y4. ➔ PE lead to instruct / deliver training and demonstration lessons for new equipment purchased. 	<p>Release time to demonstrate and team teach SAQ drills to KS2</p> <p>£140</p> <p>£104.75</p> <p>£30 course + 1 day release</p> <p>£140</p> <p>£11.47</p> <p>£900 (Cricket lessons and club)</p> <p>Release time 2x ½ day £140</p> <p>Release time for meetings and feedback preparation</p> <p>£280</p>	<p>Areas identified for training.</p> <p>KS2 staff confident to set up , and use SAQ ladders and hurdles as part of a PE lesson.</p> <p>Resources ordered.</p> <p>Staff are more confident delivering a variety of cricket games to pupils. Cricket skills progress as pupils move through the school. School links with local clubs built.</p>	<p>Purchase SLA agreement for 2021 so that support can continue.</p> <p>Continue to attend PE Trust meeting</p> <p>As the school expands, more staff will be joining the school. They will all need training for the sports in our Dinnington Curriculum. This might be team teaching, delivered by outside coaches or whole school delivery.</p> <p>Address the training needs that could not be completed this year due to COVID lockdown.</p>
For PE Lead to continue to develop PE within the School: PE lead to continue to receive updates through trust meeting with Sports Service.	<ul style="list-style-type: none"> • Meetings with PESSS and Gosforth Trust PE Leads. Time given to feed back to staff about any actions / developments. 	Course free, release time	Staff are aware of latest PE opportunities within the authority / trust.	Plan for visiting coaches to teach a new variety of sports in 2020/21 upskilling staff further.

To ensure lead staff can carry out risk assessments for outdoor adventurous activities.	Evolve training (2 day)	£280	Evolve can be used to carry out risk assessments for sporting activities.	
To audit staff needs & identify stock and discuss with PE colleagues in other schools.	Audit to be sent round in autumn Term. Discussions with other PE leads can be done at Trust meetings. Audit and feedback time to be given (1 day)	£140	Staff training and equipment needs are known. Team teaching opportunities identified and outside coaching needs to be considered.	
PE Sports Funding document completion time	1 day in the autumn term for action planning following on from auditing. A second day in the summer term to complete the document.	£280	Sport Premium document is published on website. Due to lockdown, many of our staff coaching sessions did not happen. This action will be carried forward to the next year.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£3275.89 = 19.1%
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:
<ul style="list-style-type: none"> To continue to develop the Dinnington PE curriculum so that certain elements are built upon year on year 'our specialist sports', while also offering a varied selection of other sports in each year group Use local clubs to do taster sessions to improve interest in sporting activities. Use specialist coaches to deliver parts of the curriculum to allow for new sports to be introduced. Run a Dinnington 'fitness week' to allow pupils the opportunity to revisit sports covered in previous years or 	<ul style="list-style-type: none"> School Sports Lead to work closely with the SLT to produce / amend the sports curriculum to ensure a broad range of sports are delivered while also offering some 'specialist' sports for the school. (1 day out of class) Visiting coaches will be delivering different sports and activities following last year's coaching. Skipping School coaches to work with Key Stage 2 for the first time with a new K.S 2 Skipping festival planned for the first time. <p>Fitness week did not happen due to COVID lockdown.</p>	<p>Release time £140</p> <p>Richard Vitty Squash coaching £A Already costed Karate £0</p> <p>Skipping School coaching £100</p>		<p>More stock will be needed. Currently considering:</p> <ul style="list-style-type: none"> New Storage units to organise and centralise PE equipment. Daily mile track More resources for archery Varied football sizes for Ks1 & 2 Different sized balls for throwing and catching Mini hockey goals More SAMBA goals More Dodge balls Music for dance and lesson plans Crash mat for gymnastics vaulting work. Scooters and bikes for KS2 yard Climbing eqt.

<p>sample sports from years to come. Parents to be invited to promote more enthusiasm for sport at home.</p> <ul style="list-style-type: none"> To purchase new equipment to allow for delivery of the Dinnington Sports curriculum. 	<p>Purchase:</p> <p>SAMBA football goals £449.83</p> <p>Eurohoc Junior set £79.66</p> <p>Footballs £126.45</p> <p>Boccia sets £207</p> <p>Bean Bag Boccia £24.75</p> <p>Short Golf Lesson Guide £40.00</p> <p>Skipping Ropes £37.00</p> <p>Long Skipping Ropes £8.00</p> <p>Rounders Set £104.95</p> <p>Mat Trolley £470.00</p> <p>Superlight Mats £381.00</p> <p>Plastic balls £44.98</p> <p>Basketball shot trainer £548.00</p> <p>Small Training Cones £36.00</p> <p>Bean Bags £78.60</p> <p>Tennis balls £172.50</p> <p>Small Footballs + Bags £145.00</p>	<p>Total = £3035.89</p>	<p>We would like to invite in more coaches. Build links with Falcons rugby, Eagles basketball and local Karate dojo.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£927.42 = 5.4%
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:
To compete within our School Trust	<p>Organise Dinnington Archery competition in Autumn Term.</p> <ul style="list-style-type: none"> → Planning day → Buy additional resources including medals → Release time to run event. <p>Attend Trust 'Gosforth Gets Going' events (offer a range of activities to different year groups.) Ensure the maximum number of children within the school can attend at least one event.</p> <ul style="list-style-type: none"> → Attended trust basketball 	<p>£140</p> <p>£133.27</p> <p>£140</p> <p>Taxi £29.15</p>	<ul style="list-style-type: none"> Children attended some competitions before school closure for Covid 19 and found pupil enjoyment to be high. Dinnington Archery competition was a success and pupils enjoyed receiving medals for winning. Pupils enjoyed taking part in the dance festival. Parents commented on the extra practise pupils did at home because they wanted to do well. Football tournament was a success – pupils enjoyed playing in mini leagues. There was a definite buzz to matches and pupils who won loved the certificate presentation. 	<p>Pupils enjoy trust events, so COVID allowing these will resume next year.</p> <p>The Dinnington Sport Curriculum needs to continue to bed in and competitive events in KS1 and KS2 for Football, Cricket and Hockey should continue.</p> <p>Pupils like the idea of each block of learning finishing with a competition – to discuss with PE staff.</p> <p>We will still look to introduce competitive elements to sports day next year.</p>
To participate in the Newcastle Dance Festival	<p>Buy entrance</p> <p>Run dance club to practise dance</p> <p>Book travel and release staff to attend.</p>	<p>£135</p> <p>£140</p>		
To participate in the 2020 500 Games	<p>Register interest. COVID lockdown meant this could not be run.</p>			
To organise competitive tournaments at school at the end of each term linked to our 'core sports' (Football, Hockey, Cricket).	<ul style="list-style-type: none"> → Planning time for sports lead. → Time to set up pitches → Order medals and 	<p>½ day per term</p> <p>£210</p> <p>£0</p> <p>£0 (old stock)</p>		

To organise a competitive sports day in the summer.	<p>certificates</p> <p>→ Arrange 'off timetable' curriculum days with staff</p> <p>→ Present awards in assembly.</p>	<p>£0</p> <p>£0</p>	<p>Due to Covid Lockdown we could not organise Spring or Summer term competitions.</p> <p>Because of national school closures many competitions including the 500 games and Lee Sterry football tournament were missed.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	