

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

2021_2022



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](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£7822
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7822
Total amount allocated for 2021/22	£ 17378
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 25,200

Swimming Data

Please report on your Swimming Data below

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	Not covered in our curriculum
<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 2022.</p> <p>Please see note above</p>	<p>% Based on Y4 pupils</p> <p>0%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	<p>% Based on Y4 pupils</p> <p>52%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>% Based on Y4 pupils</p> <p>93%</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?</p>	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: 2021/22		Total fund allocated: £25200		Date Updated: September 2022	
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: %51
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> • Create a <u>sports curriculum that is engaging for pupils of all ages</u> • Make sure pupils have access to <u>high quality and appropriate equipment when accessing sports lessons and clubs</u> • Reduce time getting changed for PE and ensure that <u>PE kits are comfortable and encourage participation.</u> • Continue to <u>run competitive elements within the curriculum to give meaning to the pupils learning.</u> 		<ul style="list-style-type: none"> • PE coordinator to be released along with teachers to discuss Year group curriculums and map out sports / identify resource needs and training needs. • Purchase schemes of work where necessary. • Buy resources to allow for delivery of lessons. • Identify staff training needs in order to deliver the curriculum. • Buy sports equipment to ensure all children can be actively involved all of the time during PE lessons. Ensure 		£12,760	
				<ul style="list-style-type: none"> • Curriculum map discussed and updated allow Y4 to alter the order of teaching golf and orienteering if weather is unsuitable. • Equipment replenished to deliver high quality PE lessons (goals, cones balls ladders, additional archery sets, curling sets etc). Staff find it easier to deliver engaging lessons and there is enough equipment so that pupils don't have to share. • New equipment ordered to increase playtime participation and activity. 	
				<ul style="list-style-type: none"> • Stock audit to be carried out and school will continue to replace broken, worn or lost equipment. • Schemes of work need embedding. Schemes for dance and gymnastics required. • Due to the number of ECTs in school, further staff skills audits will need to be carried out and appropriate training delivered. • Continue to release most skilled teachers in school 	

Created by:



Supported by:



<ul style="list-style-type: none"> • Encourage children to adopt a healthy active lifestyle and to be active for on average 30 minutes each day – as identified in the Active Mile Briefing published by Public Health England in March 2020. • <u>Increased levels of fitness and activity</u> • <u>Greater structure to play activities in playground</u> • Pupils receive 2 PE lessons each week. • Encourage active travel to and from school 	<p>balls are correctly sized to allow skill progression.</p> <ul style="list-style-type: none"> • Support pupils in transitioning to a new school uniform that is sports kit themed • Continue to develop Dinnington key sports – Football, Hockey and Cricket by finishing each term with class or Key Stage competitions. • Take part in competitive events in our local area whenever possible. • Install a daily mile track and MUGA. (Staff time needed to plan and design and implement) • Create a timetable to allow all classes to access the track / MUGA during the day. • Set time aside for PE lead to model running games / techniques with staff. • Encourage staff to join in with children while running. • Provide structured playground games such as tag, football, Frisbee, and dance with music to encourage pupils to be 		<p>Current playtime activities include (Frisbee golf, caterpillars, cricket sets, boules music players for dance, basketball, table tennis, football, cricket, throwing and catching, daily mile, tag games). Playtime observations show that pupils are definitely more active during playtimes and reports from staff say that pupils are playing harmoniously and seem happier.</p> <ul style="list-style-type: none"> • New equipment to ordered to increase participation in lessons – focus on basic skills throwing and catching and balance (catching games, agility balls, balancing sets purchased) Staff say that the new equipment has helped engage children and has increased participation and energy levels. Having more equipment also reduces sharing and waiting times so pupils are again more active. • Daily mile track completed and being used consistently by all classes, 	<p>to model and support in lessons.</p> <ul style="list-style-type: none"> • Continue to prioritise 2 PE lessons for each class in KS1 and 2. • Continue to develop Dinnington core sports of Football, Hockey and Cricket. • Continue to use the travel tracker. •
--	---	--	---	---

	<p>active.</p> <ul style="list-style-type: none"> • Set time aside for PE lead to teach staff / supervisors how to set up and use new equipment / play new games. • Continue to timetable 2 high quality PE lessons for each class in KS1 and KS2 each week. • Log travel using the travel tracker and reward pupils who are active on their journey to school with badges. 		<p>Observations show that pupils definitely have more stamina when running.</p> <ul style="list-style-type: none"> • Introduction of a MUGA has allowed ball sports to be played every day while still allowing space for other sports such as Frisbee to take place. This has resulted in far more children taking part in active playtimes. • The new school uniform definitely has helped promote pupils taking part in daily activity. Pupils are always dressed ready to take part in physical activity meaning there is no wasted time getting changed before and after PE lessons. • Staff actively choose to wear PE kit on days they deliver PE lessons. This sets a good example for children and highlights the importance of PE within the school. Most staff enjoy taking part in the daily mile with the children. • Timetable has 2 PE lessons for each class (KS1 and 2) 	
--	--	--	--	--

			<ul style="list-style-type: none">• Outdoor storage for PE storage bought and installed. This has reduced prep time for lessons and has also allowed equipment to be used at playtimes.	
--	--	--	---	--

Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%2
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated :</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> • PE , School Sport and Physical Activity is seen as important in school by <u>all stakeholders</u>. • Pupils know how sport and physical activity affects the <u>mind and body</u> and why being active is key for them as they grow up. • Pupils know how to develop sports they enjoy through <u>extra curricula clubs and local teams / opportunities</u>. • Pupils experiences a <u>diverse range of high quality sport led by trained athletes</u>. • Sporting achievements and developments are communicated to and supported by parents. 	<ul style="list-style-type: none"> • Support pupils in transitioning to a new school uniform that is sports kit themed • Continue to develop Dinnington key sports – Football, Hockey and Cricket by finishing each term with class or KS competitions. • Support staff in wearing sports kit for teaching lessons so that pupils are motivated. – awaiting order • Continue to timetable 2 high quality PE lesson each week in Ks1 and KS2. • Introduce a PE award for assembly/ email to parents. • Class teachers tweet about sporting milestones and achievements. 	<p>£600</p>	<ul style="list-style-type: none"> • Pupils understand the importance of the need for healthy bodies – this teaching is done primarily in Science and PSHE lessons, but is linked to PE. • Parents and pupils have been really enthusiastic about the new school uniform and agree with the values it promotes. In fact the school has taken in new pupils who choose the school in part because of the new uniform. • Social media includes posts about sporting activities at school. • All pupils in KS1 and KS2 receive 2 high quality PE lessons each week. • Sports week was a 	<ul style="list-style-type: none"> • Support staff in purchasing PE equipment with school logo on – awaiting order • Develop the use of social media to promote sport within school and the community. • Apply for school games mark. • Staff questionnaire (including support staff and lunchtime supervisors) to gain insight into their views on PESSPA (Physical Education , School Sport and Physical Activity) • Purchase staff PE kit to ensure the importance of PE is sustained.

	<ul style="list-style-type: none"> • School will have a sports week during the summer term culminating with Sports Day. • Take part in Gosforth Gets Going events. • Parents allowed to watch some sporting events eg sports day / evening clubs. • Commitment for staff to be given support and training they need to deliver high quality PE curriculum. • Through PSHE lessons in both KS1 and KS2, pupils should be taught about healthy living and the importance of exercise. • Use links with local clubs such as Ponteland Football club, Falcons rugby, Eagles basketball, Gosforth Squash to help children progress their skills. • Hold assemblies and share contact info through letters and parent mail and school website. • Use classroom windows as notice boards for key information. • Friday afternoon clubs will be 		<p>success, culminating in a sports day where parents were allowed to come and spectate.</p> <ul style="list-style-type: none"> • Competitive elements to the curriculum have been reintroduced. • Pupils appreciated the visit from a gymnast, karate sensei and coach from the local squash club. Seeing real athletes reinforced the importance of sport and regular sporting activity. • Some pupils – particularly girls followed up interests in sports taught at school by joining local clubs – particularly girls wanting to join football clubs. While the school was able to pass on club details for parents to use, our links are not particularly strong. • Friday afternoon is a real success as far as running sports clubs goes. The majority of clubs offered on a Friday are sports based and include athletics, futsal, dance, football and cricket. 	<ul style="list-style-type: none"> • Book in and use specialist coaches / athletes for assembly. • Gosforth Gets Going events need to be re established to show the importance of PE across the trust. • Budget to be set aside for staff training. • Arrange more opportunities for pupils to meet and observe high quality athletes. • Develop stronger links with local clubs.
--	--	--	--	--

	<p>used to offer a wide range of sporting activities led by qualified coaches.</p> <ul style="list-style-type: none"> • Taster sessions will be organised for sports. • Assemblies used to raise the profile of sports through athlete visits. 		<ul style="list-style-type: none"> • Staff buy in to the profile of PE has been good – positive feedback about daily mile, wearing PE kit for work and new resources. 	
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:
%27

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> • All staff confident, trained and enthusiastic to deliver engaging sports lessons. • Staff understand the progression within a sport so understand clearly the next steps to improve. Pupil performance. 	<ul style="list-style-type: none"> • Support for trainee teachers and ECT within the school and trust by releasing them to work with experienced members of staff. • Lunchtime supervisors trained in how to use equipment for structured play. • All staff given the chance to work alongside and observe a trained specialist coach. • Resource training delivered so staff are confident with how to use equipment. • Purchase schemes of work for key elements of the curriculum to ensure staff knowledge and progression is good. • PE Lead supported by Newcastle Schools 	<p>£6919</p> <p>Sport Lead Teacher, Teachers time to team teach, Newcastle SLA)</p>	<ul style="list-style-type: none"> • ECT teachers have team taught with experienced teachers. This has helped ensure safe procedures are in place and learnt. Team teaching has also helped to educate ECT in different warm ups and how to engage pupils of all abilities. • Some lunchtime supervisor training has been carried out, however staff turnover means this will need to be done again. • A specialist coach has been hired to work alongside staff in delivering elements of KS1 and Y3 PE. Staff have had the chance to observe and team teach football, multi-skills and agility drills. • Some training was delivered to staff eg how to use archery sets. The new 	<ul style="list-style-type: none"> • Train staff on how to use new equipment • Train Lunchtime supervisors on how to use equipment • Release PE lead and staff specialists to work across classes to raise skills and standards. • Purchase schemes of work to ensure good knowledge and progression. • Due to the departure and arrival of a high percentage of staff a new staff skills audit should be carried out. As we are trying to develop lunchtime activities, lunch supervisors should be included in this audit.

	<p>Partnership to help develop staff confidence and skills.</p> <ul style="list-style-type: none"> • PE skills audit for staff 		<p>additions to our PE stock combined with the arrival of ECTs means more training is required.</p> <ul style="list-style-type: none"> • Scheme of work purchased for elements of the curriculum staff felt least confident. Implementation of these schemes should help ensure progression in skills where this was previously not clear. • PE support from Newcastle Schools Partnership was bought into to support PE lead. • Skills audit was carried out and identified several areas where staff would like support, including dance and gymnastics. Unfortunately we were not able to source a coach to support staff training in these areas – this is to be looked at next year. 	
--	---	--	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
17%

Intent	Implementation		Impact	Sustainability and suggested next steps:
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?:	
<ul style="list-style-type: none"> • Core sports (Football, Hockey, Cricket) developed within school with clear skills progression. • Staff confident to deliver lessons in a wider range of sports. • Equipment allows pupils to take part in a wide range of sports with varying challenge. • Lunchtime and break-time play allows children to sample more sports through structured play. • After school clubs to allow pupils to take part in a variety of sports • Establish links with local clubs to allow pupils to grow extra curricula activities. 	<ul style="list-style-type: none"> • Planning clearly identifies skills and activity progressions to build pupil knowledge and capability. • Competitive elements at the end of each term continued to be run. • Northumberland cricket to be used to support development of the curriculum and teaching. • Carry out staff skills / confidence audit. • PE lead released to support staff in delivery. • Experienced, skilled coaches used to team teach and develop confidence. • Purchase / update equipment to allow high quality teaching and 	<p>£4271</p> <p>(Futsal, Football, Cross Country, Dance, Athletics)</p>	<ul style="list-style-type: none"> • Our PE curriculum currently offers pupils the opportunity to experience a wide range of sports that now include: Multi-Skills (Throwing catching and balance), Gymnastics, Dance, Football, Archery, Skipping, Curling, Athletics, Cricket, Rounders, Orienteering, SAQ (Speed Agility and Quickness), Golf, Dodgeball, Handball and Swimming. Our Early Years pupils also learn to use balance bikes. • Our curriculum has some cyclical elements which allows pupils to build on skills learnt in previous years, but also has elements that are discrete to each year group allowing a greater variety of sports to be experienced. • Our PE audit showed that staff are fairly confident delivering our PE curriculum. 	<ul style="list-style-type: none"> • Buy schemes of work to ensure a clearer progression in core sports. • Buy schemes of work for subject areas in which staff feel less confident (Gymnastics and dance) • Staff receive gymnastics and / or dance training. • The school has expanded and now has a lot of ECT's. They will need access to training to develop their subject knowledge and understanding of the PE curriculum. • Continue to develop playtime activities. Staff still require training and further resources need to be bought. Consider subscribing to OPAL.

	<p>participation in a greater range of sports.</p> <ul style="list-style-type: none"> • Visit Outstanding schools / schools that use OPAL to identify how playtimes can be improved. Order equipment to make playtimes more engaging. • Lunch staff and playtime supervisors are trained to use PE equipment and supervise high quality play. • Coaches hired to offer the opportunity to take part in a range of high quality sports clubs. Friday afternoons is an ideal time to offer this. • Invite representatives from local clubs to deliver taster sessions or assemblies to encourage pupils to participate in more sports. 		<p>PE lead supported delivering athletics ideas and a specialist PE teacher was used to support in delivery of multi-skills development and football in KS1 and Y3.</p> <ul style="list-style-type: none"> • Northumberland cricket used to develop teaching of cricket in KS2 • Visits to OPAL schools helped focus ideas for outside play development. Some equipment has been purchased and introduced, but staff are not fully trained in how to use all of it yet. Children have particularly enjoyed Frisbee golf. • Friday afternoon clubs offers pupils the chance to take part in a range of different sports that include futsal, athletics, football and dance. • Visiting gymnast assembly and cricket taster sessions across ks1 and 2 motivated pupils. Squash could not happen this year, but will next year. 	<ul style="list-style-type: none"> • Establish more links with local sports clubs and arrange for taster sessions and assemblies to help increase pupil participation. → website could contain a list of links for parents to use. • Develop the range of sports offered on a Friday afternoon. • Restock playtime games supplies and continue to investigate and purchase new equipment that will allow new sports to be introduced.
--	---	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%3
Intent	Implementation		Impact	Sustainability and suggested next steps:
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>1. Increase participation in competitions after COVID disruption.</p> <p>2. To offer pupils a chance to experience competition in a range of sports.</p> <ul style="list-style-type: none"> All pupils from Y1 to Y4 compete within school against their year group peers at least once a term. Pupils in Ks1 and KS2 compete against other schools and children of a similar age within the Gosforth Trust. Pupils in KS2 compete against schools regionally (Newcastle) 	<ul style="list-style-type: none"> All children to participate in year group tournaments (Y1-4) celebrating our Dinnington key sports held at the end of : <ul style="list-style-type: none"> Autumn 1 – Football, Spring 1 – Hockey Summer 1 – Cricket. Winners celebrated in class and assembly. Pupils compete in class cross country running trials in order to make the team for regional races. All pupils take part in a competitive sports day event during the summer term. Take part in competition against local schools: <ul style="list-style-type: none"> KS2 Football KS2 Cricket KS1 Archery Pupils compete in regional cross country running event. (Y3 and 4). 	<p>£650 – medals and time out of class for teachers to organise events.</p>	<ul style="list-style-type: none"> The school and pupils have reengaged in competitive sport which ceased to exist during COVID disruption. All pupils within the school have taken part in a competitive event against their peers. Key sports continue to be developed and competition is enjoyed by pupils. 	<ul style="list-style-type: none"> Develop pathways into competitive sports through local club links. Continue to provide competitive elements in the Dinnington PE curriculum. Expand the competitive elements within the Dinnington PE curriculum. Continue to provide access to competition outside of Dinnington first school. Expand the sports and age groups covered in these competitions. Try to achieve School Games Mark.

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