

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by





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](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.

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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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:
<p>New curriculum map so after school clubs, outside coaching, competitions can be achieved and complement each other.</p> <p>New sports introduced into the curriculum to improve the broad PE offer at Dinnington</p> <p>Daily mile started</p> <p>Links with outside sports agencies made: Cricket, dance, football, squash</p> <p>New staff sports kit introduced to raise the profile of sport at Dinnington.</p> <p>Increased opportunities for competition through Gosforth Gets Going and internal competitions.</p> <p>Increased girls participation (100% of Y4 girls and 60% of Year 3 girls took part in a sports club.)</p> <p>Equipment purchases have allowed a broader curriculum to be delivered.</p>	<p>After lockdown:</p> <ul style="list-style-type: none"> - Order equipment to replenish stock - Develop the daily mile – need a permanent track <p>Introduce competitions again as these have had to stop while in bubbles.</p> <p>Audit staff CPD needs</p> <p>Revise and implement a tracking system that identifies gaps / pupils without increasing staff workload.</p> <p>Continue to develop the use of floor books as a means of evidencing PE lessons.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

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: £19438.22		Date Updated:	
What Key indicator(s) are you going to focus on? The engagement of all pupils in regular physical activity.					Total Carry Over Funding: £
Intent	Implementation		Impact		
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To put in place a permanent daily mile track that can be used in all weather so that pupils always get to complete their runs.</p> <p>To put in place safe storage for outdoor play equipment so that pupils can quickly access it during breaks and after school clubs.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Discuss with staff and pupils what their ideal track would involve. Invite 3 or more companies to place quotes for the job. (This will need to be done in conjunction with capital spend on a MUGA) Check planning permission. Arrange a start date Agree sign off date.</p> <p>Discuss with staff and pupils what their ideal storage solution would involve. Invite 3 or more companies to place quotes</p>		<p>Carry over funding allocated:</p> <p>£16,000</p> <p>£1500</p>	<p>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?:</p> <p>When track is complete what percentage of pupils feel more motivated to run because of it? What percentage of pupils complete the daily mile? What percentage of pupils choose to run on the track on other occasions?</p> <p>How many pupils enjoy playtime more because there is more equipment available?</p> <p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>When choosing the track material bear in mind that it will run close to trees and so must be easy to sweep clean.</p> <p>The track must allow for vehicle access to the field so can not be a closed loop.</p> <p>Ideally the track will have along guarantee and should not need regular sanding or similar treatment.</p> <p>Storage units must be large enough to cope with storing sports equipment as the school expands.</p>	

<p>To install some outdoor table tennis tables that pupils can use before and after school as well as at break times and lunchtimes. Currently table tennis is not part of the curriculum so it would be good to introduce pupils to an additional sport. Another advantage is that it is non-contact which should appeal to children who find it difficult to join in team games.</p>	<p>for the job. (This will need to done in conjunction with capital spend on a MUGA and Daily Mile track)</p> <p>Check planning permission.</p> <p>Arrange a start date</p> <p>Agree sign off date.</p> <p>Research the best outdoor table tennis tables.</p> <p>Ensure groundworks are suitable</p> <p>Order tables</p> <p>Produce rules and risk assessment for safe use.</p> <p>Install tables</p>		<p>Due to a second COVID lockdown, getting 3 quotes for such large scale works has been difficult. We hope building work will be completed by the end of July 2021. While this obviously falls beyond the March 31st deadline we think that this is a reasonable target given the future benefits of the end product.</p> <p>Due to COVID lockdown, table tennis stock was depleted and delivery has still not been able to be arranged.</p>	<p>Table tennis tables will need new bats and balls each term.</p>
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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? 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]?	%
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: 2020/21	Total fund allocated: £17225	Date Updated: 4 th May 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:
				%
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 improve active play during break time and lunch• To increase the variance in playtime active activities• To improve pupil fitness and engagement – targeting those pupils who are reluctant to join in sporting activities or who have become unfit during lockdown.• Ensure all classes are providing 30mins daily activities• Pay for a sports coach to run lunchtime clubs for	<ul style="list-style-type: none">• Develop the role of playtime leaders. Once elected they will need training. Play leaders should be awarded special pin badges to raise their profile.• Re-establish playtime games boxes – As the school has expanded we no need more skipping class sets. Also old balls, elastics, bats etc have become lot and tatty and need replacing.• Encourage staff to train children in how to play.	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•

<p>children in KS1 and 2.</p>	<p>Use staff meeting time to share good practice.</p> <ul style="list-style-type: none"> • Pay for a TA to run a lunchtime club. • Re-establish the use of brain breaks and Go Noodle. • Allow pupils to play on the field every day so long as they have an appropriate change of footwear • Buy and continue to award stickers for pupils who have been 'extra active' • Identify pupils who are reluctant to join in with sport/ have put on weight over lockdown. Target them with lunchtime or after school clubs. • Use remodelling of the school day to provide an additional afternoon play. • Book coach and setup lunchtime clubs. – Spring and Summer Term. 			
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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	
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 help pupils feel 'sporty' and want to be 'sporty' we propose a change the school uniform to an everyday sports kit. We have already seen that staff wearing a Dinnington PE kit has improved raise the profile of sport in the school. A new and quality PE kit uniform would reinforce the message that sport and exercise is important at Dinnington First School. (Pupils have enjoyed wearing PE all day on days where we do PE – this was introduced during Lockdown and worked well)</p> <p>Develop links with local clubs to show children what is available in our local area.</p>	<ul style="list-style-type: none"> Put together a wish list for school sports uniform. <p>→Staff thoughts →Pupil voice →Governors</p> <ul style="list-style-type: none"> Carry out a pupil and parent questionnaire to gain support Contact suppliers to get a design and costing package. Following latest Government Law on 'affordability' ensure that the total cost of a uniform is sub £100 (1/3 rd of current national average) Ensure uniform is on sale by the end of May. Create a list of target clubs ensuring that they are varied and not all football. TARGETS: Basketball, Rugby, 			

<p>Run a varied clubs list so that pupils can experience a wide range of sports.</p> <p>Sports Leaders to present ½ termly awards</p>	<p>Tennis, Cricket, Hockey, squash, golf, karate</p> <ul style="list-style-type: none"> • Invite clubs in to do assemblies or pay for taster sessions. • Pay to take children to visit / play / watch at some of these clubs eg go to an EAGLES basketball ball game. • Post details on social media , school web page and school display board. • Use the school newsletter to inform parents of opportunities. <p>Pay for qualified coaches to run clubs alongside staff so that they become trained for future years.</p> <p>Sports leaders to present awards each half term to pupils who have been noted for sporting achievements.</p> <p>➔ Buy medals and certificates / trophies.</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:
				%
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>Address the gaps in training and confidence identified in last years audit</p> <p>Carry out a new audit to include the needs of new staff who have joined the school.</p> <p>To carry out training for all new staff and anyone still unconfident with all resources needed to deliver the Dinnington Sport Curriculum.</p> <p>Buy into the local SLA agreement for PE to ensure that the PE lead is properly supported.</p> <p>Attend Trust PE meetings amongst the Gosforth schools and feedback to staff.</p> <p>Continue to review and amend the PE curriculum to suit the needs of pupils post COVID.</p>				

<p>Use training opportunities in the LA to offer staff the chance to learn a new sporting skill. If opportunities do not exist, research and pay → could there be something done across the Trust?</p> <p>Try to achieve school sports bronze award.</p> <p>Pay for a sports coach to lead on KS1 multiskills activities with a focus on keeping pupils moving during a PE session and increasing sport enjoyment through games. Teaching staff to team teach as CPD</p>				
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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>
<p>Additional achievements:</p> <p>To improve the outdoor adventurous provision by creating orienteering courses on the school grounds.</p> <p>To investigate forest school activities that would promote outdoor active play.</p> <p>Use local club taster sessions to gain pupil interests into new sports.</p> <p>Run a Dinnington 'Get Fit' week to allow ppupils to experience sports covered in previous years or sample sports in upcoming years. Possible parental involvement?</p> <p>Purchase and replenish equipment to allow delivery of a broad and varied sporting curriculum.</p>				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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>Run termly competitions in key stages for all school 'core' sports – Football, Cricket, Hockey.</p> <p>Discuss with staff the possibility of using the final lesson in a sequence of lesson to run competitive games (assessment?) with rewards for winning teams.</p> <p>Run a Gosforth Gets Going sporting event at Dinnington.</p> <p>Participate in the school games 500</p> <p>Participate in the Dance festival.</p> <p>Continue to take part in Gosforth Gets Going Trust Events.</p> <p>Set up some competitive sports day elements to compliment the round robin of 'friendly' activities.</p>				

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	
Date:	
Governor:	
Date:	