

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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 2021/22 | £0 |
| Total amount allocated for 2021/22 | £19300 |
| How much (if any) do you intend to carry over from this total fund into 2022/23 | £0 |
| Total amount allocated for 2022/23 | £18560 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022. | £18560 |

Swimming Data

Please report on your Swimming Data below.

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| <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> | |
| <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 2021.</p> <p>Please see note above</p> | 75% |
| <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> | 75% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 75% |
| <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.

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| Academic Year: 2022/23 | | Total fund allocated: £18,560 | | Date Updated: 09.09.2022 | |
| 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: 23.4% |
| 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?: |
| To hire and train a Physical Education Apprentice / teaching assistant to support the teaching of PE and increase the amount of extra-curricular and physical activity opportunities offered to pupils. The Apprentice could also help prepare children for competitive school sporting events. | | To work with Gateshead LA to support the PE apprentice. The PE lead to support the apprentice with creating a timetable of extra-curricular provision. The PE lead to support the apprentice with CPD to improve their PE delivery. | | £4341.00 | Pupils will have competed in more competitive sporting events. Activity levels will have increased due to additional extra curricular activities offered. Pupils will be fitter, healthier and be in a better frame of mind to learn. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: 23.4% |
| 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?: |
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| To hire and train a Physical Education Apprentice to support the teaching of PE and increase the amount of extra-curricular and physical activity opportunities offered to pupils. The Apprentice could also help prepare children for competitive school sporting events. | To work with Gateshead LA to support the PE apprentice. The PE lead to support the apprentice with creating a timetable of extra-curricular provision. The PE lead to support the apprentice with CPD to improve their PE delivery. | £4341.00 | Pupils will have competed in more competitive sporting events. Activity levels will have increased due to additional extra-curricular activities offered. Pupils will be fitter, healthier and be in a better frame of mind to learn. | Pupils taught games by the apprentice which they can play at break times without adult input. Pupils to have a positive view of PESSPA and be sign posted by the apprentice to local clubs. Pupils' views to be gained in a questionnaire to inform future actions. |
|--|---|----------|---|---|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: 45.5% |
|---|--|---|--|---|
| 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 upskill teachers who are new to school (ECT's) or those who have moved year group this academic year and need support to adjust to the new year group requirements. Staff to team teach sessions with specialist coaches. Coaches to then give feedback to staff at the end of the supported teaching block. | To hire coaches to support the teaching of Gymnastics, dance and games delivery. Coaches to team teach lessons with school staff to increase their subject knowledge. | £1080 Gymnastics £4693.00 AE sports coaching | Staff to have increased subject knowledge when teaching PE and feel more confident when delivering the subject. Children's skill level in PE to increase as a result. Children to be more successful in inter school sport as a result of staff's higher subject knowledge levels and better quality of PE sessions. | Once staff have received additional training this should be long lasting and coaches should not be needed for this purpose in the next academic year. |

| Allround cricket coaching to work with all teachers YR-Y6 in order to uplevel their knowledge of teaching directional and non directional games. | To outline the CPD needs of different school staff with coaches and implement a programme to improve staff skill level. After observing initially, teachers team teach sessions and then take over the teaching with the coaches supervision and expert input. | £2680 Allround cricket coaching | Pupils will experience sessions taught by those with a high level of subject knowledge. Teachers will have increased subject knowledge which they can use with future classes. Coaches will talent spot children with natural skill and sign po | Teachers will have higher levels of confidence, subject knowledge and skills when teaching ball skills which they can rely upon in future. |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 21.5% |
| 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: |
| A residential trip to Robin Wood outdoor activity centre will broaden pupils' experience of new sports and activities for Year 5. | Robin Wood activity centre to be booked for all Y5 pupils. Meeting and letter communication with parents will be key to ensure high take up of places. Pupils are encouraged to take part in all activities e.g. hiking, orienteering, canoeing, kayaking, archery, rock-climbing and crate stacking. | £2000 | Children will have broadened horizons and experience life outside of the inner city. They will take part in sports/activities that are not offered in school/locally. They will be introduced to an active and outdoor lifestyle | Funding to be sought from the community fund in future academic years, to ensure that the trip remains affordable for all pupils who attend Hudson Road. |

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| <p>A residential trip to Derwent Hill outdoor activity centre will broaden pupils' experience of new sports and activities for Year 6.</p> | <p>Derwent Hill activity centre to be booked for all Y6 pupils.</p> <p>Meeting and letter communication with parents will be key to ensure high take up of places.</p> <p>Pupils are encouraged to take part in all activities e.g. hiking, orienteering, canoeing, kayaking, archery, climbing, gorge walking and caving.</p> | <p>£2000</p> | <p>Children will have broadened horizons and experience life outside of the inner city.</p> <p>They will take part in sports/activities that are not offered in school/locally.</p> <p>They will be introduced to an active and outdoor lifestyle</p> | <p>Funding to be sought from the community fund in future academic years, to ensure that the trip remains affordable for all pupils who attend Hudson Road.</p> |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|---|
| | | | | 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: | 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 sign up to the Sunderland SLA package with Farringdon school to allow children to participate in competitive inter-school sports competitions. | To sign up to the SLA agreement. The PE lead to book a range of competitive sporting events for YR-Y6. All children in school to participate in competitive school sport in the tri-cluster of schools partnership. | £1500 | All Children will have competed in a range of sporting events (one event per class per term). Competitive teams will have taken part in local leagues from Y5/6. More children will be signposted to local clubs as a result of attending local competitive events | Funding for this to be sustained in future to allow children the opportunity to take part in a range of competitive sporting opportunities. |

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| Signed off by | |
| Head Teacher: | Mrs Cathy Westgate |
| Date: | 09.09.2022 |
| Subject Leader: | Mr Andrew Trewick |
| Date: | 09.09.2022 |
| Governor: | Mr Bill Cuddeford |
| Date: | 12.09.2022 |