

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 allocated for 2024/25.	£17,780
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£17,780
Total amount spent.	£18,906.89

Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. 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	
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 2021. Please see note above	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	
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?	

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: 2024/25		Total fund allocated:		Date Updated:	
<p>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</p>					
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?:	
Enhance our PE curriculum, promoting engaging and active PE lessons for children across whole school.		Use of specialist coaches for EYFS, KS1 and KS2 children to develop skills in particular areas.		£12,530	
To provide high quality PE lessons. Ensure that national curriculum standards for swimming are met		Sports leaders lead active break times. Weekly swimming lessons for Year 4 and Year 5 pupils. Top-up swimming lessons for Year 6 pupils. Sports equipment Transport		£0 £580 £499.89	
To inspire children's love for being active and reconnect children with their peers and staff through playtime activities.		Support lunchtime supervisors in creating more active break times. Support a small team of sport's leaders in creating fun and engaging activities during break times.		£499.89 as above	
				Improved engagement in PE lessons and more time spent active. Improvement on children's mental and physical wellbeing. Improvements in behaviour.	
				Increased pupil participation. More confident and competent staff. Increased number of pupils meeting the expected standard in swimming. Improved pupil attitudes. Improved behaviour.	
				Empowering oldest children to support youngest children. Pupils now have a wide range of options/sporting activities. Improved behaviours during lunch and break times.	
				Sustainability and suggested next steps: More confident and competent staff. Pupil progress and skills progression. Staff to observe coaches to create sustainability and upskill staff. More confident and competent staff. Pupil progress. Pupil engagement. Wider variety of activities offered by multiple members of staff to support children who struggle during lunch and break times. Staff to observe other extra-	

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	Providing a wide range of extra-curricular clubs for all children during lunch time. Skipping experience day – resources for skipping activities at break times	(resources) £125 (skipping)	PP and SEND children prioritised for extra-curricular clubs at breaks and lunchtimes.	curricular activities to create sustainability.
To provide opportunities for Children to participate in extra-curricular activities. PP children to be given more opportunity to access extra-curricular opportunities.	Provide the opportunity for at least 5 extracurricular clubs per week. Provide opportunities for children to participate in after school clubs led by specialist teachers. Create links with community sports providers (Irish dancing, gymnastics, grass roots, golf)	Previously stated	Created a number of chances for children to get their 30 active minutes per day. Ensures children are active, physically and mentally healthy, have fun playing sport and show commitment to a regular club. Community links	Outside agencies employed to support children during extracurricular activities. Opportunities for teachers to observe ASC. All staff participate in running extracurricular activities for 1 half term per year.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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:
All Children across EYFS Key Stage 1 and 2 to have at least 60 minutes of PE lessons weekly provided by our coach.	Use of specialist PE coach for EYFS (from Reception), KS1 and KS2.	Previously stated	Improved engagement in PE lessons. Skills and knowledge well planned out. Skills and knowledge well embedded and opportunities to revise skills each year ensure what is taught is remembered.	More confident and competent staff. Pupil progress and skills progression.

Children to receive an additional hour of PE through extra coaching opportunities provided throughout the year. At times, reaching 120 minutes per week.	Use of specialist coaches for EYFS, KS1 and KS2 children to develop skills in particular areas. - Football opportunities - Irish dancing - Gymnastics - Little Kickers	As above	As stated above	Use of specialist coaches for EYFS, KS1 and KS2 children to develop skills in particular areas.
Ensure that all children have the knowledge, skills, determination and motivation to be physically and mentally healthy.	Investment into School Health and Wellbeing SLA. Further implementation of extra-curricular clubs. High profile sports days.	Previously stated	High profile sports days involving the whole school – inspires Children to keep active, motivate themselves and keep working hard towards their goals.	Inspiration/motivation skills carried into PE lessons and continued through our own PE scheme.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:
Utilise sports coaches, volunteers or other providers to support school sport and offers a range of activities for children and opportunities for staff CPD.	Provide opportunities for staff CPD via observation with coaches. Coaches to teach throughout EYFS from Reception, KS1 and KS2.	Previously stated + £1827	Pupils have developed skills across the curriculum.	Empowering staff to deliver high quality extra-curricular sessions to develop pupil's knowledge, understanding and skills across the curriculum.
To ensure high quality teaching across EYFS KS1 and KS2 that shows progression of skills.	OC mapped out key skills needed in EYFS to ensure KS1 readiness. OC, HL and CC take on the responsibility of ensuring		Children have access to high quality PE where skills progress from one year to the next. Prime areas in EYFS addressed to	School improvement priority – EYFS outdoor area.

	<p>appropriate gross and fine motor skills across Nursery and Reception.</p> <p>OC and KM revised PE curriculum to ensure progression of skills across the school.</p> <p>EYFS curriculum mapped out (OC, HL and CC to ensure KS1 readiness).</p> <p>BWCET PE maps established.</p>		ensure children are ready for PE lessons in KS1.	
Provide children with high quality lessons lead by teachers who are experts in their area.	<p>Clued up kids</p> <p>Healthy eating workshops</p> <p>Grassroots lessons</p> <p>Skipping experience days</p>	<p>As previously stated</p> <p>+ £490</p>	Activity days delivered by teachers who are experts in their area – children receiving high quality education and staff observing high quality lessons.	CPD opportunities for staff
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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:
Utilise sports coaches, volunteers or other providers to support school sport and offers a range of activities for children.	<p>Employ coaches (dance and gymnastics)</p> <p>Provide opportunities for staff CPD via observation with coaches.</p>	<p>Previously stated</p> <p>+ £605</p>	<p>Pupils have developed skills across the curriculum.</p> <p>Community links</p> <p>SEND children accessing curriculum well.</p> <p>PP children are prioritised for additional opportunities.</p>	Clubs to continue and develop year on year. Staff can coach each other in various extracurricular clubs.

Children to receive an additional hour of PE through extra coaching during intervals throughout the year. At times, reaching 120 minutes per week.	Use of specialist coaches for EYFS, KS1 and KS2 children to develop skills in particular areas.	Previously stated	As stated above	Use of specialist coaches for EYFS, KS1 and KS2 children to develop skills in particular areas.
To provide opportunities for Children to participate in extra-curricular school sporting activity.	Provide the opportunity for at least three after school clubs per week. (Irish dancing, gymnastics and dance) Provide a wide range of extra-curricular activities during lunch time (running, girl's football, boy's football, gardening, yoga and golf)	£0	Created a number of chances for children to get their 60 active minutes per day. Ensures children are active, physically and mentally healthy, have fun playing sport and show commitment to a regular club.	School Staff like AS can continue to run clubs during next academic year as well as employing outside agencies to supply sporting after school clubs.

Key indicator 5: Increased participation in competitive sport

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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:
Access to a broad calendar of intra and inter-school sporting opportunities (when restrictions allow).	Invest in Gateshead School Sports Partnership Premium Service Level. Map out, termly, which year groups will access sporting opportunities based on the calendar of events.	£2,250	Engage more children in physical education.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	O.Clarke
Date:	8/7/25
Governor:	
Date:	