

# 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](http://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 **31<sup>st</sup> 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 2019:	Areas for further improvement and baseline evidence of need:
<p>We have introduced a wide range of sports activities to enhance the core curriculum provision and ignite interest amongst less active children. This is achieved through an excellent network of local facilities, coaches and specialists:</p> <p>Tennis Basketball Bikeability HiIT training</p> <p>We continually audit, maintain and update our sports equipment to ensure quality PE lessons. As a result the students are developing new skills and abilities.</p> <p>We have raised the profile of PE and Sports in school this year amongst students, staff and parents through the improved offer of sports, social media updates, LA networking and the specialist PE &amp; Sports Lead, seconded from Stephenson Memorial Primary School.</p> <p>We have dedicated resources to ensure students achieve 30 minutes of exercise per day outside of PE lessons. We have adopted the Daily Mile and trained Youth Sport Trust Girls Active Leaders to lead lunchtime and play activities.</p> <p>Last year we have achieved for the first time at Grasmere Academy the Youth Sport Trust Bronze award 2018/2019. This was a starting point as we looked to achieve Silver or even Gold this year, unfortunately the Coronavirus pandemic halted this - next year!</p>	<p>Continued staff professional development to achieve a whole school approach to PE being a core tool to promote mental and physical well being in both staff and students. The benefits on academic achievement are already being noticed.</p> <p>Maintain a rigid whole school, 30 minutes a day of exercise outside of PE lessons.</p> <p>Achieve a Youth Sport Trust Gold award by successfully satisfying the School Games Criteria.</p>

Created



Supported



Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	46%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	46%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	46%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

Created



Supported



<b>Academic Year:</b> 2019/20	<b>Total fund carried forward:</b> £12,952.87 <b>Total fund allocated:</b> £16,760.00	<b>Date Updated:</b> 15th July 2020		
<b>Key indicator 1:</b> 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:  <p style="text-align: center;">0.67%</p>
<b>I n t e n t</b>	<b>I m p l e m e n t a t i o n</b>		<b>I m p a c t</b>	
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:

Created



Supported



<p>A whole school approach to regular 30 minutes per day of physical activity outside of PE lessons to improve the current % of overweight and obese children leaving in Year 6.</p> <p>Introduce new sports and maintain a wide variety of activities to engage pupils not yet part of a regular active program.</p>	<p>Reception daily 'Jolly Jog' at the start of each school day.</p> <p>The outdoor sports court allocated to a year group each day across the week and sports equipment available to use at break and lunch times.</p> <p>Weekly recognition of out of school clubs and activities in Celebration assembly and the school website.</p> <p>Breakfast and Tea Club activities (Gymnastics, dance, football)</p> <p>After school sports clubs available to KS2 students (Football, Netball, Basketball and Badminton)</p>	<p>£200.00</p>	<p>Pupil voice feedback.</p> <p>Pupil weight and fitness monitoring by school nurse in Reception and Year 6.</p> <p>Applications and register lists of after school sports clubs, Breakfast Club and Tea Club.</p> <p>School website updates.</p> <p>Participation and success in inter-school competitions.</p>	<p>Each year group to adopt a daily 'Out of PE' activity (Daily Mile, Go Noodle, Tai Chi, Wake Up/Shake Up, Fun on Wheels).</p> <p>PE &amp; Sports Lead to train new NQTs and new staff in delivering effective PE and daily physical routines.</p> <p>Monitor and record the popularity of clubs and 'Out of PE' activities through pupil voice.</p>
---	--	----------------	--	---

<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
--	--

0.7%

<p>I n t e n t</p>	<p>I m p l e m e n t a t i o n</p>	<p>I m p a c t</p>	
--	--	--	--

Created



Supported



	o n			
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>Raise student and parent awareness of sports and activities available and the positive impact on academic achievement.</p> <p>Improve sporting facilities at Grasmere Academy to raise performance levels and develop understanding of sports theory and rules of competition.</p>	<p>Post regular Twitter updates, display photographic evidence of school activities and team news on PE notice board and website to create a buzz amongst students and staff.</p> <p>Work closely with PSHCE Lead to teach children about the benefits of sleep, exercise, nutrition and team work on academic work.</p> <p>Use training and updates from the Youth Sport Trust to enhance lessons and adopt new techniques.</p> <p>Continuously develop and maintain our network of contacts for training and activities for students.</p> <p>Maintain regular cutting and aerating of playing field to improve surface quality for training and competition.</p>	£210.00	<p>Collect parent and student feedback about the sports activities provided and news updates.</p> <p>Monitor uptake of places in competitive sport and results.</p> <p>Question the students on healthy lifestyle choices.</p> <p>Advertisement local clubs, teams and training opportunities available to students outside of school.</p> <p>Utilisation of Premier League Primary Stars membership in lesson planning and team shirt logo.</p> <p>Effective use of the results from the Youth Sport Trust's Active Lives survey 2018.</p>	<p>Endeavour to host inter school competitions through improvements to facilities and network profile.</p> <p>Purchase a line marker to maintain grounds to high standard.</p>

### 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.

Created



Supported



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				68.07%
I n t e n t	I m p l e m e n t a t i o n		I m p a c t	
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:

Created



Supported



<p>Improved quality of student's physical education across the Key Stages by ensuring staff are competent and confident in planning and delivering PE.</p>	<p>Conduct staff audit questionnaire to ascertain strengths, weaknesses and breadth of experience in PE.</p> <p>PE &amp; Sports Lead to provide updates and training across the year in staff meetings.</p> <p>PE &amp; Sports Lead to conduct Pupil Voice sessions to gain a measure on the quality and range of PE lessons. Also to gauge their understanding of the subject.</p> <p>PE &amp; Sports Lead to monitor and update effective PE assessment.</p> <p>Professional development for Grasmere Academy staff through teaching, demonstration and planning by PE &amp; Sports Lead seconded. From Stephenson Memorial Primary.</p> <p>PE &amp; Sports Lead to conduct lesson observations and invite staff to observe across the school to provide feedback to staff and arrange training for gaps in knowledge.</p>	<p>£20,226.81</p>	<p>Staff questionnaire feedback. PE &amp; Sports Lead arranged training and CPD.</p> <p>SeeSaw application used to evidence progress in PE lessons using photographs and video.</p> <p>Coordination of sports coaches who deliver PPA cover lessons with curriculum overview/planning, behaviour and assessment.</p> <p>PE &amp; Sports Lead to record progress of students using Classroom Monitor application to maintain effective PE assessment.</p>	<p>PE &amp; Sports Lead to support new staff with planning and delivery of PE lessons.</p> <p>Arrange team teaching opportunities and supportive observations to develop the quality of teaching, learning and assessment.</p> <p>PE &amp; Sports Lead to monitor and to provide support as appropriate in order to ensure progress and achievement are maintained by all pupils.</p> <p>Professional development for PE &amp; Sports Lead (Swimming, first aid, coaching AfPE Level 6 Sports Leadership)</p>
--	--	-------------------	--	---

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1.67%
I n t e n t	I m p l e m e n t a t i o n		I m p a c t	
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:

Created



Supported



<p>Additional achievements: Introduce a wide range of sports and experiences into the curriculum and after school clubs to hook inactive children into new interests and activities.</p>	<p>New sports introduced so far into the curriculum: 1. Fitness Circuit Training (Year 5 Agility, Balance &amp; Coordination) 4. Hockey and Quicksticks (Years 2,3 and 4 Games) 5. Netball (Year 6 Games) 6. Breakdance (Year 5 Dance)</p> <p>New sports introduced to after school clubs: 1. Football (KS1&amp;2) 2. Badminton (KS2) 3. Tennis (Years 3,4,5 &amp; 6) 4. Netball (Years 5&amp;6) 5. Ninja Warrior Club - Gymnastic equipment (Nursery and Reception)</p> <p>Audit and update sports equipment.</p>	<p>£338.45</p>	<p>Feedback from staff involved and Pupil Voice to measure the success of the events.</p> <p>Uptake in out of school clubs.</p> <p>The focus of lessons are pupil led when selecting sports or activities to cover the curriculum.</p>	<p>Arrange discounts from providers by introducing other schools to services.</p> <p>New contacts made for 2019/20: - Ice Hockey and Figure Skating @ Whitley Bay Ice Rink - Cricket @ Percy Main CC. - Scooter skills @ Override Skate Park. - HiiT Training @ Black Sheep Fitness Academy. - Football @ Westmoor Juniors.</p>
--	--	----------------	--	---

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
I n t e n t	I m p l e m e n t a t i o n		I m p a c t	
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:

Created



Supported



<p>Improved pride, confidence and ability of students through success in inter-school competitive sports.</p>	<p>Maintain contact with LA PE Coordinators to arrange fixtures and share successful activities and providers.</p> <p>Attend regular PE network meetings to develop relationships with peers and organise a wider range of competitive events.</p> <p>PE &amp; Sports Lead to conduct pupil voice sessions to ascertain any missed opportunities of competitive sports.</p> <p>Use Twitter to develop a wider national/international network of sports competitions.</p> <p>Provide sports teams with uniforms to attend competitions</p> <p>Take part in the Newcastle Eagles Hoops4Health roadshow, training and tournament</p>		<p>Improved placement in LA competition rankings.</p> <ul style="list-style-type: none"> <li>- Boccia Competition placed 4th</li> <li>- KS1 Multiskills participant</li> </ul> <p>New competitive sports arranged.</p> <ul style="list-style-type: none"> <li>- Grasmere Competed in NT Keystep Gymnastics Competition</li> <li>- Grasmere to Perform in NT Dance Festival</li> <li>- Grasmere to compete in Lakeside Swimming Gala</li> <li>- Grasmere to compete in Girls Football League @ John Spence.</li> </ul> <p>Pupil voice feedback.</p>	<p>Links with Secondary schools to identify gifted and talented children early and foster their development.</p> <p>Develop close links with North Tyneside Primary Schools to share good practice and arrange competitions.</p> <p>Focus on individual sports e.g. climbing, tennis, badminton and skating to arrange competition opportunities.</p>
---	---	--	--	---

Signed off by	
Head Teacher:	K Lilico
Date:	16th July 2020
Subject Leader:	R Pollard

Created



Supported



Date:	15th July 2020
Governor:	
Date:	

Created



Supported

