



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised December 2017

Commissioned by  
**Department for Education**

Created by



**YOUTH  
SPORT  
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future



Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Increased achievement in PE lessons.</li> <li>• Increased pupil skill development in a variety of sports.</li> <li>• Improved/increased resourcing PE/sports equipment in school.</li> <li>• Increase in awareness of disability sport provision and assessment.</li> <li>• Continual increase in awareness of disability sport provision/build links with local organisations.</li> <li>• Continual development of teaching/curriculum to ensure and increase in SEND/ female students reaching secure in a greater range of sports.</li> <li>• Expert dance tuition.</li> <li>• Improved delivery and monitoring of Daily Mile initiative.</li> <li>• Reintroduction of extracurricular sport</li> <li>• New goal posts bought for MUGA</li> <li>• Drainage of school field improved</li> </ul>	<ul style="list-style-type: none"> <li>• Continued improvement for some pupils in personal health and wellbeing.</li> <li>• Continued pupil skill development in a variety of sports.</li> <li>• Continued staff development in the teaching of PE and Sport.</li> <li>• Increase links with local sports clubs/organisations.</li> <li>• Increase in students participating in Sports Leaders programme and status.</li> <li>• Improve fitness levels.</li> <li>• Develop opportunities for competitive sporting opportunities</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	83%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	67%
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

## 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 students today and for the future.

Academic Year: 2023/24		Total fund allocated: £16,360		Date Updated: 20/2/24	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					43%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated: £7,000	Evidence and impact:	Sustainability and suggested next steps:	
Whole school clubs to continue in, football, badminton, table tennis, short tennis, cricket, rugby	<ul style="list-style-type: none"> <li>Staff to continue to run clubs at lunch and after school</li> <li>Support and training provided to staff as needed</li> <li>Teams selected and entered into competitions</li> <li>Increased numbers of students participating</li> </ul>		<ul style="list-style-type: none"> <li>24 pupils attended after school football club – 17 boys and 7 girls</li> <li>13 pupils attended short tennis club – 7 boys and 6 girls</li> </ul>	<ul style="list-style-type: none"> <li>Run throughout the year when possible.</li> <li>Attempt to get more staff to assist/lead on after school sport</li> <li>Look at possibility of offering more external coaching in various sports</li> <li>Build links with local sports clubs</li> </ul>	
Updating and replacing of PE equipment/facilities to ensure adequate provision in all lessons	<ul style="list-style-type: none"> <li>Emphasis on push on disability sports, buying in equipment for specific sports.</li> <li>Replacement of damaged equipment brought up during inspection.</li> </ul>		<ul style="list-style-type: none"> <li>Standards achieved in PE are improving.</li> <li>Fitness levels have dropped over previous 2 years due to periods of inactivity from lockdowns and inability to access extracurricular sport.</li> </ul>	<ul style="list-style-type: none"> <li>Push extra curricular clubs</li> <li>Focus on monitoring fitness levels through Cooper's Test</li> </ul>	
Updating and replacing of break time equipment to ensure adequate provision during unstructured time	<ul style="list-style-type: none"> <li>Introduce more diverse equipment to meet the needs of all students across the school ensure break time is more structured and enjoyable.</li> </ul>		<ul style="list-style-type: none"> <li>Students with greater access to a wide range of sports equipment at break time</li> <li>Football goals purchased for use at break time, pupils</li> </ul>		

<p>Primary/High School links and transition work</p>	<ul style="list-style-type: none"> <li>• First school transition PE activities</li> </ul>		<p>with access to multi-sports equipment</p> <ul style="list-style-type: none"> <li>• Greater awareness of sport/PE at BMS for primary school staff and students.</li> <li>• Building links with High Schools, greater communication with HBHS has taken place regarding facilities and visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempt to attend more SG events during school time.</li> <li>• Continue to develop playing facilities and upkeep of play equipment</li> <li>• Build links with feeder schools.</li> </ul>
--	---	--	--	---

**Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement**

Percentage of total allocation:

9%

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated: £1,500	Evidence and impact:	Sustainability and suggested next steps:
<p>To develop the Sports Leaders programme. Sports leaders and equipment monitors working with staff during curriculum time and extra-curricular activities</p>	<ul style="list-style-type: none"> <li>• Sport Leadership lessons continuing to be provided in PE curriculum.</li> <li>• Sports leaders audit equipment and highlight requirements for lessons/break times.</li> <li>• Collect pupil voice views</li> <li>• Regarding improving extracurricular and intra school opportunities.</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils have developed confidence and skill set to deliver PE/sport sessions and events to peers and younger children</li> <li>• Make the programme more important and increase status through purchasing uniforms</li> <li>• Greater awareness/understanding on main equipment requirements</li> <li>• Attempt to access more leadership opportunities in local area.</li> <li>• Sports Leaders to lead Quadkids event at BMS in Summer term 2024.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to access leadership opportunities in the local area.</li> </ul>

<p>Incorporation of Daily Mile into school day</p>	<ul style="list-style-type: none"> <li>• Every student carrying out an extra hours worth of pulse raising exercise each week.</li> </ul>		<ul style="list-style-type: none"> <li>• Curriculum time allocated to carry out initiative in safe manner</li> </ul>	
<p>Modified Coopers Test administered twice half termly in lessons</p>	<ul style="list-style-type: none"> <li>• Check progression of fitness levels.</li> </ul>		<ul style="list-style-type: none"> <li>• Increased stamina/alertness in both PE and academic lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fitness of pupils after long periods of inactivity</li> </ul>
<p>Develop social media use in PE</p>	<ul style="list-style-type: none"> <li>• Highlight key sporting achievements on school Facebook page and website</li> </ul>		<ul style="list-style-type: none"> <li>• Parents have shown support for this and enjoy seeing pupils recognized for their achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to emphasise sporting achievements I bulletins and on Facebook</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £1,500	Evidence and impact:	Sustainability and suggested next steps:
<p>We have a specialist P.E teacher who has a full time P.E timetable to allow high quality Sports Provision. As he delivers to both KS3 and KS2 we have not allocated any funding from Sports Premium to his wages however, an allocation for training was given to maintain this high quality provision additional to whole school CPD budget.</p> <p>Upskill the staff in current developments, especially in physical literacy developments. CPD opportunities for staff members.</p> <p>When required, a specialist TA is required to support certain lessons, to enable individual student achievement.</p>	<ul style="list-style-type: none"> <li>• Increase achievement in PE.</li> <li>• 95% of students required to make expected progress or better</li> <li>• Ensure suitable timetabling of staff</li> <li>• Ensure PE staff are able to maintain and upskill relevant knowledge by attending suitable courses</li> <li>• Access in-house and external providers to develop understanding of delivering PE and inclusion of all pupils</li> </ul>		<ul style="list-style-type: none"> <li>• Increased achievement in PE.</li> <li>• Introduction of diverse range of sports and opportunities.</li> <li>• Tennis refresher course attended by PE Lead in march 2022</li> <li>• Links built with fellow middle schools and feeder schools to develop assessment and curriculum</li> <li>• Participation in LTA and hockey PE inclusion sessions by teaching staff</li> <li>• Staff trained in using hoist for pupils with disabilities to allow them to play active role in lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to access external AfPE accredited courses for PE staff</li> <li>• Staff to advise of any areas they feel they require additional support from the PE Lead.</li> <li>• Additional training needs of staff to be explored to see if there are any local courses/CPD training they could attend.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved</p> <p>Focus on teaching disability sports to students to enhance awareness</p>	<ul style="list-style-type: none"> <li>Expert dance tuition with Tasset Ceilidh group.</li> <li>Badminton/football/table tennis clubs run after school.</li> <li>Enhance students' knowledge in boccia, goalball and new age curling</li> <li>Buy in more bespoke equipment for specific disabilities to improve opportunity and access</li> <li>Build links with local disability clubs</li> </ul>	£2,000	<ul style="list-style-type: none"> <li>Increased enthusiasm/pupils motivated to take part.</li> <li>Students with increased understanding of disability sports rules and requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Gauge from pupils the clubs they would most support being delivered.</li> <li>Continue to embed disability sports into curriculum.</li> </ul>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				27%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase the number of extra-curricular opportunities available to students within and outside of school.	<ul style="list-style-type: none"> <li>Girls football</li> <li>Wheelchair football</li> <li>Handball</li> <li>Indoor athletics</li> <li>Increased spending on transportation</li> </ul>	£4,500	<ul style="list-style-type: none"> <li>24 pupils attended after school football club – 17 boys and 7 girls</li> <li>13 pupils attended short tennis club – 7 boys and 6 girls</li> <li>8 pupils attended Cross-</li> </ul>	<ul style="list-style-type: none"> <li>Transport costs covered by school with help of funding</li> <li>Continued parental support of pupils participation</li> <li>Need to compete in</li> </ul>



<p>To develop the existing house system to incorporate further house sport competitions</p> <p>To maintain our inclusion in area and county competitions</p> <p>To maintain or improve on School Games Gold Award</p>	<ul style="list-style-type: none"> <li>• Half-termly house tournaments in lessons, across a variety of sports</li> <li>• West Tyne SFA</li> <li>• Tynedale Schools Athletics</li> <li>• Northumberland Schools Athletics</li> <li>• Pay affiliation fees</li> <li>• Enter competitions to maintain or improve status</li> </ul>		<p>country events at Ovingham MS in Dec 2023</p> <ul style="list-style-type: none"> <li>• Each pupil participating in a multitude of different sports</li> <li>• Small pupil numbers has prevented entry to many different events pre February 2024</li> <li>• Badminton tournament to be attended</li> <li>• Outdoor athletics later in year</li> <li>• Kwik cricket tournament to be attended</li> </ul>	<p>more SSG competitions, more spent on supply and entry fees</p> <ul style="list-style-type: none"> <li>• Look to maintain Gold Award for SG</li> </ul>
---	---	--	--	--