



# Evidencing the Impact of the Primary PE and Sport Premium

Morpeth, Stobhillgate First  
School – 2019/20 Sports  
Premium Reporting Tool

Commissioned by  
Department for Education

Created by



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SPORT  
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Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

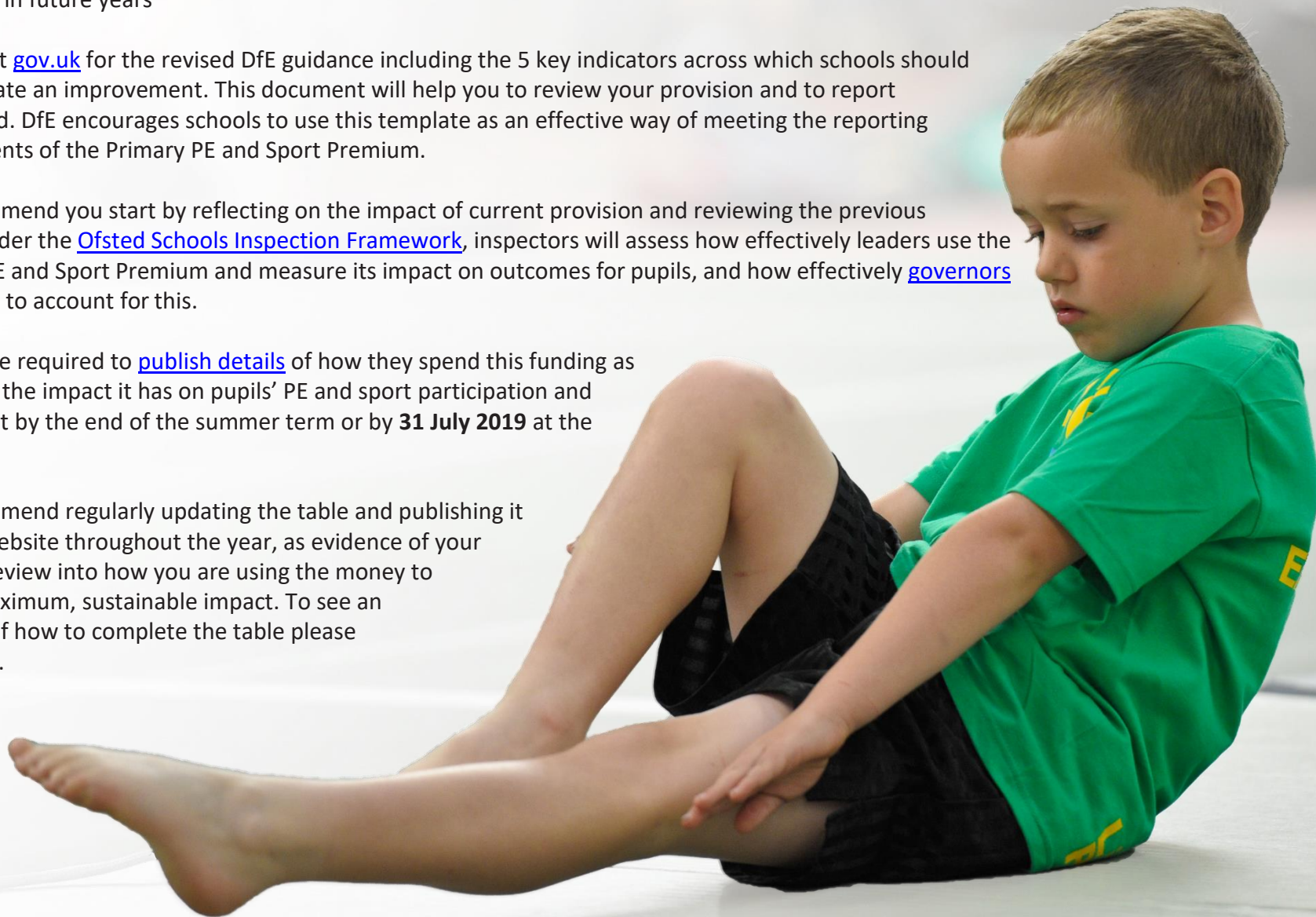
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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. 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 by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, 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](#).



Evaluation of 2018/19 spending:	Areas for further improvement and baseline evidence of need:
<p>Guidance states that children should have at least 30 active minutes every day of moderate to vigorous activity. The re-introduction of the daily mile, active lesson starters across the curriculum and sporting after school clubs helped to achieve this. Specific time is now built into the school timetable to enable the daily mile to take place.</p> <p>The recruitment process took place over the 2018/19 academic year for the appointment of a Sports Apprentice.</p> <p>The school has been part of the School Sports Partnership for a number of years however, it is the school's intention to invest in the development of its own staff, hence the appointment of a Sports Apprentice. In addition to this, the school wanted to enhance the PE offer by diversifying the sport provision on offer</p> <p>Big Pedal</p> <p>Installation of new play equipment</p>	<p>Priority 1 Establish a way to record/track progress and personal bests for each pupil for the daily mile.</p> <p>Priority 2 Commencement of Sport Apprentice contract with mentoring provided by PE Lead</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 students today and for the future.

Academic Year: 2019/20		Total fund allocated: £17,165	Date Updated:	
<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:
				%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Increase the daily active minutes for all of our pupils, during the school day:</p> <ul style="list-style-type: none"> <li>Continuation of the daily mile after lunch each day to prepare pupils for the start of their afternoon sessions. Ensure that all year groups (Reception – Year 4) and staff are participating.</li> <li>Ensure all classes are participating in active starters at least twice a week across the curriculum.</li> <li>Little Movers for EYFS PE delivery</li> <li>Scheduled time at morning break and lunch time for each year group to use outdoor play equipment. Equipment to also be used by pupils attending after school child care during summer term.</li> <li>Sports Apprentice delivers daily lunch time clubs to</li> </ul>	<p>Arrange training for a new team of junior activity leaders.</p> <p>School council/sports leaders to find out which activities the pupils would like to take part in.</p> <p>Junior activity leaders to find out which games/activities pupils would like to play at break times.</p> <p>Timetable the daily mile into the school day with staff available to supervise.</p> <p>Subscribe to Active Maths to enhance active starters</p>	<p>£5800 (for contribution to outdoor play equipment)</p>	<p>All pupils are involved in daily exercise - an additional 15 active minutes of moderate/vigorous activity in addition to scheduled break times.</p> <p>Break times offer pupils a wider range of active games/play.</p> <p>Children are fitter and healthier with improved self-confidence, resilience and social skills - evidenced through pupil survey.</p>	<p>Ensure that we have a new team of junior sports leaders 'in training' to maintain momentum at the start of the next academic year.</p> <p>Ensure the daily mile/active 10 becomes a regular part of the school day.</p> <p>Curriculum review - where can we plan 'active' lessons?</p>

targeted pupils. <ul style="list-style-type: none"> <li>Whole school participation in The Big Morning Move</li> <li>Participate in The Big Pedal event in April 2020</li> </ul>				
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase levels of pupil and parents activity, staff will start up a running club in the Summer term with the aim of completing a junior park run - in partnership with parents.</p> <p>Some staff will be participating in the Race to the Castle event in June 2020 in partnership with some of our parents.</p> <p>Increased use of social media/school website and newsletter to celebrate sporting achievements of both pupils and staff. Dedicated outdoor sport notice board.</p> <p>Whole school will spectate the Tour of Britain cycle race.</p>	<p>Liaise with parents - after school training sessions and information about junior park runs. Arrange a park run meeting in Morpeth.</p> <p>Outdoor school notice board to be visible/accessible during playtimes.</p> <p>School website to be updated and social media.</p> <p>Continue to celebrate achievements in assemblies.</p>	£150	<p>Scheduled sessions starting with a walk/run programme and building up stamina.</p> <p>Parental involvement with their children - joint participation in a sporting activity.</p> <p>Team of runners attend a local park run - families to continue this initiative.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Specialist coach to work with staff to plan and deliver P.E lessons - developing skills in cricket, basketball and athletics	Buy into the SLA with Tyne Met College for specialist sports coaching	£3500	Staff confidence and skills in teaching school P.E/sport will improve.	Team teaching alongside specialist coach to ensure new skills developed can be applied by staff.
Little Movers for EYFS PE delivery		£3800	Professional CPD opportunity for Sports Apprentice  Pupils will take part in high quality lessons and make good progress across a range of skills.  Pupils will be inspired to attend after school sports clubs.  School will enter teams to the school games competitions.	
School to complete subject development plan identifying a rolling programme for purchase of additional equipment including additional mats.	Purchase mats.	£450		Lesson plans to be created for easy use and clear focus on physical development.
Sports SCITT student placement in KS1				
Employment of PE Apprentice		£3500		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Work with Cycle Experience on the use of balance bikes in EYFS & KSI	Liaise with parents and personally invite pupils to after school and lunch time clubs.	£250	Balance bikes used regularly in nursery. Pupils developing new skills.	
Encourage/fund less active pupils to take part in extra-curricular sport, including lunchtime clubs		£500	Less active pupils will take part in extra-curricular sport.	
Through the SLA with Tyne Met College, the provision of alternative sports is offered to KSI and KS2 pupils through after school clubs; such as archery and fencing.				
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Stobhillgate First school pupils to take part in School Games competitions.				