

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](#) 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 **31st 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>After school clubs- free every night (over 2500 children attended last year) Pupil questionnaire showed that children have a positive attitude to PE. Well trained sports lead driving championing sport as a priority throughout the Academy. Identified staff members trained in football (achieved coaching certificate) and OAA- orienteering. All children take part in an additional 30 minutes activity each day- as recommended in government guidelines- in addition to their 2 hour curriculum PE. School Games Award (Gold) achieved Specific groups having access to additional PE provision, to assist with engagement and confidence building.</p>	<p>Further develop teacher confidence in delivering PE teaching Children to take part in a wider range of competitive and non-competitive sport this academic year, in comparison to previous years. To achieve another Gold quality mark which would allow us to become a platinum school in 2021. Swimming – to reach National expectations for children in school Purchase additional sport equipment in order to deliver sports that the children have identified as wanting to try- pupil questionnaire. Additional equipment to also encourage more children to be active during play and lunch times.</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>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 2020.</p>	96 %
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	65%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	32%
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?	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.

Academic Year: 2019/20		Total fund allocated: £19520		Date Updated:	
Key indicator 1: 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:
					%
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:
<ul style="list-style-type: none"> - To instigate personal challenge. Short daily engaging activities to promote active lifestyle. - To improve fitness levels for all staff and children - Children know and understand the benefit of exercise in improving their fitness and wellbeing from an early age 	<ul style="list-style-type: none"> - Develop lunchtime sporting activities through training of children(play leaders) staff and performance management of key people by the PE lead - Impact of the training tracked through behaviour logs on CPoms and observations of lunchtimes - The Daily Mile, yoga and brain breaks are to be included on daily timetables and to be completed by staff and children alike - Daily exercise logs are kept and displayed in each classroom so that the staff and children can track the active 30 	£250 £2250 - Opal	<ul style="list-style-type: none"> - Playleaders trained to help support and deliver activities during lunchtimes. - Key lunchtime staff trained in delivering active playtimes. 	<ul style="list-style-type: none"> - Trained LTS to work with other LTS to ensure that there is succession planning in place - Arrange a meeting with LTS to discuss changes made to their practise on the back of the training received. 	

	<ul style="list-style-type: none"> - All staff to be dressed appropriately for PE lessons and be willing to participate, where appropriate, alongside their pupils - Staff to be role models and participate in the active 30 - Staff to receive training on how to maximise the use of time during a lesson to focus on achieving higher levels of activity throughout each lesson - EYFS have planned for daily active, outdoor provision and utilise the outdoor area at all times 			
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	%

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?:
<ul style="list-style-type: none"> - Celebration assemblies and display board build PE into whole school celebration and encourages all to be involved. - Termly PE newsletter and website page raise the profile of PE and sport to all visitors 	<ul style="list-style-type: none"> - Achievements in PE celebrated in assembly on a Friday afternoon. Children are also encouraged to share their sporting achievements outside of school - PE noticeboard to be 		<p>Pupils feel a sense of pride in their achievements – others strive harder to achieve their goals</p> <p>These activities can be sustained if the Primary PE and Sport Premium is discontinued.</p>

<p>and parents</p> <ul style="list-style-type: none"> - Children value sport and are keen to participate <p>One visit/ year from a sporting role model to visit school and inspire pupils through an assembly</p>	<p>regularly updated, Newsletter produced for website and regular social media blogs to be sent keeping parents up to date with our sporting events</p> <ul style="list-style-type: none"> - Identify personality and plan into the school calendar - Planned termly activities such as welly walk etc and termly personal challenges that promote stamina and personal achievement developed each term. 			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> - Teaching of PE is outstanding and consistent across the Academy and this impacts on pupils knowledge, skills and confidence - All staff will have identified one area that they would like to develop their knowledge of and will undertake training in this - Staff will have the opportunity to observe the sports lead teach PE and particularly focus on her use of time within the lesson and progress within a unit 	<ul style="list-style-type: none"> -Staff have access to high quality CPD through the SLA -PE lead to observe PE across the Key Stages and complete a Deep Dive by the end of Spring 1 to assess impact of training and identify any training needs -Release time for staff to observe sports lead 	See details in Key Indicator 5	<ul style="list-style-type: none"> Teachers are more confident leading varying areas of the PE curriculum. Pupils learning is more acute and focused. Levels of activity are increased throughout the lesson. 	<ul style="list-style-type: none"> - Teachers to share expertise and ensure that all staff are supported in developing subject knowledge leading to sustainability
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
<p>Additional achievements:</p> <ul style="list-style-type: none"> - There is a full and comprehensive after school sports led package in place. Free at the point of delivery - PE equipment is suitable for lessons taught and appropriate for the age and number of children taking part - Specialised instruction is in place for identified activities - Ensure that there is an increase in the number of pupils achieving the required standard in swimming by the end of Y6 - Increase the opportunity for more children to represent the school in completion / festival based sport 	<ul style="list-style-type: none"> - Timetabled sporting clubs – free to all-every night throughout the year monitored and led by Caroline Black (Primary PE Specialist) and supported by TAs and teachers. - Replacement of older equipment and renewal of tennis, footballs and rugby balls to ensure each child has access to one each. - Additional coaches for football and cycling are bought in by the school to deliver afterschool events - Additional swimming in place for Y4 children - Following the school games calendar with as many children attending as many as possible 	<p>£2000</p> <p>£1096</p> <p>£2450 - football</p> <p>£700 - cycling</p> <p>£2238 - swimming</p> <p>£1327 - transport</p>	<ul style="list-style-type: none"> - Over 4000 children have now attended an afterschool club in the last 2 years - This is the 4th year of the leavers bike ride and all children who participate are trained to ride safely. - Parents were extremely positive in the parental questionnaire about the amount of afterschool sport on offer 	<ul style="list-style-type: none"> - Monitored and led by Caroline Black (Primary PE Specialist) - The school is no longer relying on external coaches coming into school but are training their own workforce <p>Monies will be ring fenced to support non swimmers to achieve 25 meters by the end of Y6</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> - More children participating in a wide variety of Competitive sporting events with intra and inter schools competitions at the end of each unit of games - Engage more girls in sport through girls football team - Children take up different sports that are outside of the curriculum - There is a broad and balanced curriculum offer that is inclusive and has wide appeal 	<ul style="list-style-type: none"> - Investment in the basic PE Package and co-ordination with Schools Games Organiser with additional credits for external coaching to support teachers in their delivery - Identified staff member to lead and ensure they receive appropriate training - Taster sessions are built into the year to encourage children to participate in different sports. Links made with local sporting bodies including judo, football & rugby - Curriculum review carried out annually 	£1230 for competition entry £3385 for standard SLA £2594	<ul style="list-style-type: none"> - This allows us to access 6 network meetings/ year and all events and festivals held in the Local Authority and Tees Valley and additional coaches for preparation for key competitions - To widen the children's experiences of sports through showcase events both inter and intra events <p>To be carried forward to 2020-2021 year due to COVID-19</p>	<ul style="list-style-type: none"> - Training of competitors before events can be led by school staff - Curriculum linked to upcoming events where possible - Maximum number of children taken to each event. <p>Long term plan in place</p>

Signed off by	
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Date:	13.7.20
Subject Leader:	Caroline Black
Date:	13.7.20
Governor:	Abigail Rowcroft
Date:	13.7.20